DOCUMENT RESUME

ED 031 330 RC 003 524

The Preparation of....BIA Teacher and Dormitory Aides. Volume 1.
Avco Economic Systems Corp., Washington, D.C.
Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date Apr 68
Note-242p.
EDRS Price MF-$1.00 HC-$12.20
Descriptors-*American Indians, Course Content, Cultural Background, *Dormitories, Exceptional Children, Guidance Functions, Individual Differences, Innovation, *Nonprofessional Personnel, Program Administration, Recruitment, *Teacher Aides, Training Techniques, *Workshops
Identifiers-*Bureau of Indian Affairs

The training provided for teacher and dormitory aides to work in Bureau of Indian Affairs (BIA) schools and the hope for an improved educational setting for Indian children are reflected in this publication. Four teacher aide workshops conducted during the 1967-68 academic year resulted in a 3 volume publication designed to aid BIA personnel. The purposes and objectives of teacher aides and their recruitment, selection and preparation are presented. Additional topics in this first volume include course content (grades K-12); program administration; and discussion of exceptional children, individual differences, Indian cultures, the role of guidance, and functions of the aide in the dormitory. A bibliography, a selected reading list, and a workshop agenda are also given. Related documents are RC 003 523 and RC 003 553. (SW)

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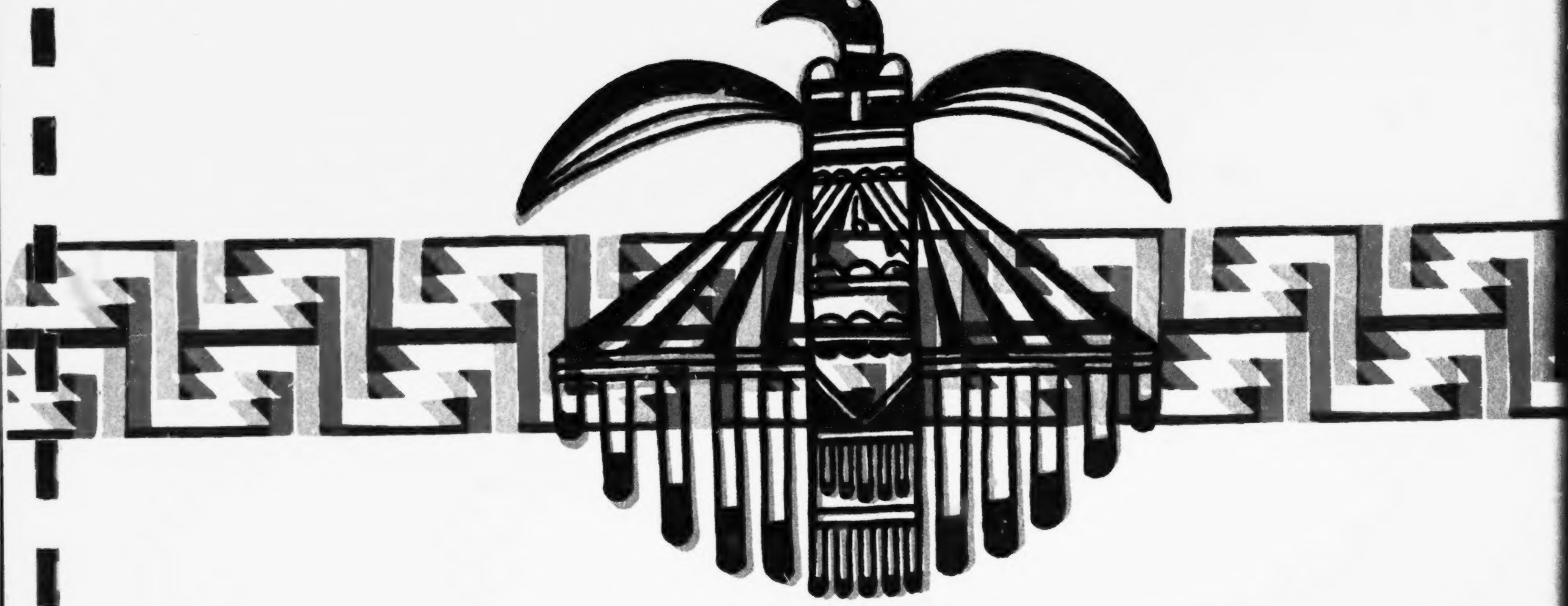
The Preparation of....

BIA TEACHER and DORMITORY AIDES



Prepared By
AVCO ECONOMIC SYSTEMS CORPORATION
Under The
Elementary and Secondary Education Act
For The
BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR

RC003524

Volume I
April 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Preparation of....
BIA TEACHER
and
DORMITORY AIDES

Volume I

Prepared Under
BIA Contract No. 14-20-0650-1810
dated 20 June 1967

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INTRODUCTION

This publication has been prepared for the use of Bureau of Indian Affairs (BIA) personnel to train teacher and dormitory aides who will work in BIA schools. Because the situations, qualifications, duties, and capabilities of such aides will vary greatly from school to school and person to person, the methods of utilizing this material will also differ.

Some BIA administrators and teachers who are responsible for the selection, orientation, and preparation of aides will find it most useful to read through this content, and then to use only those parts that are pertinent to their own situation by lecture, discussion, seminar or other methods. Others may excerpt parts of it and put them into the hands of teacher and dormitory aides as such content becomes appropriate to their individual working roles. Some may use this publication essentially as a text, and develop discussion and/or test questions for segments significant to the activities in which the aides will participate.

Because the educational and employment backgrounds of aides vary, their contributions to the children will also differ depending on the individual inherent capabilities of such personnel. It is an invalid assumption to conclude that the values of their work relate directly to the length and time of their own educational background. The more the field of education becomes involved in "individualized" approaches the more we must realize that such approaches must also be used in how we select aides, what their duties will be, how we can capitalize on their individual capabilities, and what methods and materials we will use to prepare them for their important work.

An aide with little formal education may not be able to read and fully understand the more involved suggestions made in this publication, but that fact need not detract from his or her contribution as a valued link between the child and his learning situation. Conversely, an aide with a high school diploma or some college training might be capable of profiting a great deal from the use of this material as a text, studied, discussed, and reacted to, in detail.

The contents of this publication only indirectly reflect the warmth, friendship, eagerness to learn, and hope for an improved educational setting for Indian children represented in the four teacher aide workshops conducted during the 1967-68 academic year. None connected with them -- either as participant or staff -- will forget the possible impact of what they did, said, and agreed and disagreed upon as it pertained to the focal point of all their efforts -- the children whose learning, creativity and future are the essential core of our present and future.

This publication is the result of many factors:

- the vitality and commitment of the workshop participants in Jamestown, Norman, Albuquerque and Tempe --
- the professional contributions of the workshop consultants --
- the creative leadership of Mrs. Patricia Kukulski, the workshop director --

- the encouragement of many tribal leaders, representative of the National Indian Education Advisory Committee --

- the extensive pre-workshop survey and post-workshop evaluations --

- the high level of professional cooperation and encouragement of Miss Elizabeth Liddell and many other staff members of the Bureau of Indian Affairs.

Hopefully, this publication will help improve the learning and lives of Indian children for many years.

Avco Economic Systems Corporation

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WHY TEACHER AIDES?

Robert J. Gentry

University of Oklahoma

WHY TEACHER AIDES?

Dramatic developments are taking place in American education. The Era of the Teacher Aide is upon us. As a result of the Economic Opportunity Act, large numbers of nonprofessionals have been employed throughout our nation. In one OEO Program alone, there are more than 39,000 nonprofessional workers. Most of these are teacher aides. The Elementary and Secondary Education Act added very substantially to this number. Provisions for the employment of nonprofessionals are written into most social legislation that seeks to eliminate the causes of poverty. This is particularly true of educational programs for the disadvantaged.

Teacher Aides are Helpers

The teacher aide represents a new role and a new function in the staffing of educational institutions that serve the disadvantaged. The teacher aide is essentially a "helper" class of worker. Curiously, some very complex terms are being used to describe this new role, e.g. "auxiliary personnel," "paraprofessionals," "indigenous workers," and "nonprofessionals." Whatever they are called, teacher aides are contributing to a revolution in the classroom; the classroom teacher is getting long overdue assistance; children are receiving more individualized attention.

What Teacher Aides Can Do

The role and function of the teacher aide is still being defined. There is encouraging evidence that carefully selected and properly trained teacher aides are capable of assuming greater responsibilities than was originally thought. The following list shows some of the important functions of teacher aides:

1. Helping the teacher with secondary responsibilities so that he is free to devote more time to teaching.
2. Assisting children with their studies and play activities, and stimulating curiosity and conversation (it is understood that the teacher will supervise the aide who is working directly with the children).
3. Acting as a bridge between the subculture of the child and the middle-class culture of the school. This would involve helping the teacher understand some of the child's behaviors, and also helping the child adjust to the new world of the school and its strange demands.
4. Where children are learning English as a second language, a bilingual teacher aide can provide invaluable assistance as an interpreter.

There is virtue in open-ended job descriptions for teacher aides. We should not demand too much, nor should we restrict aides from performing duties that are within their capabilities. The initial problem indicates that it is very difficult to tell just what an aide can do. Moreover, the attitudes of the teacher and the quality of pre-service and in-service training influence the development and performance of the aide.

The Era of the Teacher Aide arrived so abruptly that many school administrators and teachers were bewildered. Some classroom teachers, long accustomed to "going it alone", were "threatened" by having another adult in the classroom. Others were so immured in their own social class that they were unable to see how anyone from below the middleclass could contribute anything of value to the educational process. Fortunately, the experience of most institutions employing teacher aides has been positive. In fact, many schools are presently demanding more nonprofessionals.

It may be helpful to illustrate some of the techniques proven effective in working with nonprofessionals and to reveal some nonprofessional strengths and learning styles.

Highlights of a Teacher Aide Workshop at Lukachukai

A unique workshop was held at the boarding school that nestles at the base of The Ramparts (those sheer rock cliffs that form the western face of the Lukachukai Mountains) on the Navajo Reservation. New training techniques were used. Exciting things happened. Indian teacher aides demonstrated remarkable aptitude for learning how to operate and maintain audio-visual equipment. Typical nonprofessionals, they excelled in learning that involved physical activity in which they were active participants. Several groups of the teacher aides created little plays to demonstrate what they had learned in the workshop. Those aides probably would not have done very well on a written examination. However, through role playing, they showed how they could help teachers cope with the behavior problems of children. The sensitivity and understanding of the aides were gratifying. They had learned their lessons well. Their plays were delightful.

Pre-service Training of Staff for an Experimental Nonprofessional Program

An old World War II prison camp on the edge of a small town near the Mexican border was the site for a recent pre-service training effort. The trainees were nonprofessionals who would eventually serve as both teachers and teacher aides in the poverty program for preschool disadvantaged children. The vast majority of the trainees were bilingual Latin-Americans. Most of them approached the training with some feelings of insecurity and anxiety.

At the beginning of the training, a bilingual Anglo, who was a longtime resident of the area, introduced all seventy of the trainees. The introductions were warm and witty; they were informal and leisurely conducted. The point was made that each trainee was important, that his ideas and participation were welcome, and that the training was for him. These preliminaries dispelled anxiety, promoted a friendly informality, and set the stage for the professional trainers.

The trainers began by asking for volunteers (three teachers and three teacher aides) to make up a child guidance panel. The panel was formed without difficulty. Then, the trainers alternately approached the panel with problems involving children -- the shy child, the belligerent child, etc. It was the task of the panel to recommend solutions to the problems. The training model involved role playing and a reversal of roles. The nonprofessionals became the "experts" and counseled the professionals.

The child guidance panel was a huge success. When the panelists learned that their suggestions would not be criticized or repudiated by the trainers, they were encouraged to say what they thought. The aides were as articulate as the teachers. At times, the excitement of the panel spilled over and involved the general audience of trainees. The panelists felt secure enough to differ with each other, and there were some lively discussions among them. Some of the values of the panel were:

1. It was a high interest activity for all of the trainees.
2. At times, the panelists evidenced deep insight and they made some very good judgments.
3. The panelists also revealed some areas of weakness. These were quietly noted by the trainers and subsequent training was adapted to accommodate the deficiencies.
4. Excellent dialogue and rapport between the trainees and the trainers were established and maintained throughout the balance of the training.

This illustration is not offered as a comprehensive method for training nonprofessionals, but as a means of generating interest and participation in the early phases of a workshop.

Career Development for Teacher Aides

It appears that teacher aides are to become a permanent part of the educational landscape. If the best interests of the schools are to be served, then we must be concerned with the growth and development of aides. They need to acquire skills that help them to enhance the educational processes. Additionally, they need to experience job satisfaction to find self-fulfillment in their work. The surest way to pursue these ends is through a career development program.

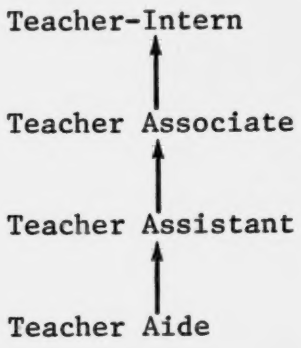
A comprehensive career development system requires consideration of recruitment, hiring, training, job progression, compensation, career guidance and evaluation. While each of these elements is important, special attention will be given to training and job progression.

a. Training

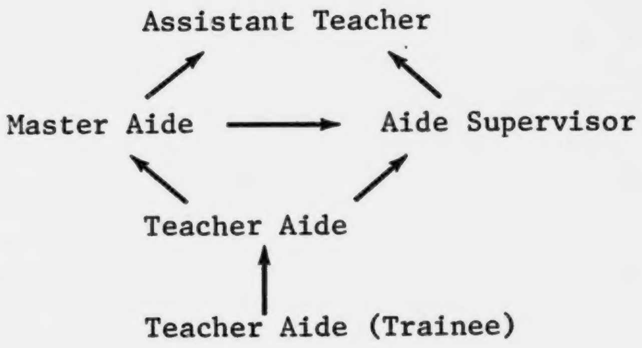
Preservice training is designed to introduce some of the basic skills new employees will need to function well at an entry level position. It also provides a base for future training. In-service training offers the greatest opportunity for the development of skills, the refinement of abilities, and the realization of potential. Its immediate objective is to strengthen staff members for their present duties. Its long-range objective is to prepare staff members for greater responsibilities and more difficult tasks. The kinds of in-service training most helpful to nonprofessionals are observations, demonstrations, films, discussions, and daily supervision on the job.

b. Job Progression

The motivated teacher aide who takes advantage of training opportunities, performs well on the job, and evidences the ability to accept greater responsibilities, should be promoted. Career development ladders should be designed to allow for progress and to encourage incentive. The Bank Street College of Education developed the following model of a career development ladder:



Another type of career development ladder includes more differentiation within the aide category:



It is important that the nonprofessional have the right to seek advancement or to remain at any level where he feels comfortable.

Pilot Project of Higher Education for Nonprofessionals

A pilot project in eastern Oklahoma is demonstrating that nonprofessionals can succeed in college. One hundred forty nonprofessionals, mostly teacher aides, were enrolled in two college level courses--Freshman English and Child Development. Instructors from an area college taught the courses in five locations convenient to the trainees. Both courses were adapted to the interest of the nonprofessional students, but without sacrificing basic content.

The nonprofessionals approached the training with considerable feelings of inadequacy. They were worried about their shortcomings in formal English and they were very fearful of tests. The administration of the American College Test (ACT), required for admission, was deferred until the nonprofessionals gained self-confidence. When tested, their ACT average was slightly higher than the regular Freshman class. Ninety-five percent of the nonprofessionals completed the courses with passing grades. They are now enrolled in their second semester of work.

In four years, those who complete the courses will receive an AA degree in Child Development (a new major recently approved by the accrediting agency).

The new methods for teaching English to nonprofessionals were so successful that the college plans to use them with its regular students.

Conclusions

The Era of the Teacher Aide has dawned. These nonprofessionals have arrived in great numbers. How will they be utilized? What can they do? What can they become? It occurs to this observer that the attitudes of school administrators and classroom teachers provide the answers. Those who believe extravagantly in human possibilities tend to set up conditions in which possibilities flourish. Those who study subcultures sympathetically begin to understand "hidden assumptions" and enjoy improved communication. Those who master the new techniques for training nonprofessionals find their training efforts rewarded. Those who are secure enough professionally to allow nonprofessionals to do significant things in their classrooms discover that everyone benefits -- the aide, the teacher, and the children.

In a very real sense, teacher aides will become what we want them to become, what we will allow them to become.

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RECRUITMENT AND SELECTION
OF
TEACHER AIDES

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RECRUITMENT AND SELECTION OF TEACHER AIDES

The recently initiated teacher aide program for Bureau of Indian Affairs schools has been made possible by the appropriation of special Federal funds on a yearly basis. Because there were few guide lines for recruitment during the early stages of the program, several different methods have been used in securing auxiliary personnel. Probably the first information was given out by local community action program centers where possibilities for such assignments were announced. When funds were solicited and received by individual schools or areas, further information was disseminated and prospects applied directly to the school authorities where they wished to work. Some aides have been solicited by PTA, PTC, PTO or other community organizations. In a few cases notices of openings for teacher aides have been placed in local newspapers or posted on public bulletin boards -- announcements have been made at tribal meetings. In addition, the "Indian Grape Vine" has been effective in spreading information concerning the possibility of working as teacher aides in schools. The first aides selected have often recommended others, or a teacher has suggested a former student as a potentially desirable candidate.

In some areas there are large numbers of people who do not have adequate means of support because they lack sufficient skills and education to be gainfully employed. As worthy as the cause in assisting such members of society may be, and in spite of the effort being made at the present time to help people in this category, these shortcomings should not be the controlling factors in recruiting and employing teacher aides.

For a number of years some teachers have encouraged volunteer aides. These aides usually offer their services only in schools where their children are enrolled. The nature of the community, the type of school (day or boarding), the grades or subjects taught, the special inadequacies in the school program, the needs and desires of the community, and other pertinent factors all help to determine the people chosen for teacher aides.

Recruitment of aides has brought many different types of people into the schools. Some are retired teachers who are eager to continue working for a while, but desire less responsibility than they had when they were in full-charge of a classroom. In some cases, women who were qualified teachers before they began bringing up a family of their own feel lonely, less useful, and desire to return to a classroom to be of greater service to others. Many are well-educated, understand children, but may be lacking in contemporary teaching requirements. There are those who have completed some college work but, for one reason or another, are not able to continue their education. They need both money and experience. From nearby colleges or universities, some Indian schools have secured aides on full or part-time basis. In some communities there are young Indian people who have graduated from high school, but unable to go on to college, are eager to work with children. They may discover they want to go on to college and become qualified teachers. Many have done so and perhaps most of the teacher aides can be found in this category at this time. This situation is more prevalent on some reservations than on others. The aides obtain on-the-job training and often become skillful in the work assigned to them.

Sometimes the school officials may know someone in the community whose other desirable qualities offset the lack of a formal education. If this person has an understanding of children, an empathy for them, a desire to help them, and is acceptable to the community, he may be employed until more fully qualified aides can be recruited. This, of course, is a matter of local option.

In many instances the people who want to become teacher aides have difficulty in meeting the scheduled working hours of the schools. Through a cross-utilization of potential aides, the schools can sometimes accommodate the schedules of the aides, thereby enacting a very beneficial program to both parties. The schedule can be more flexible in a large school where many types of work are needed. This is especially true of a large boarding school. It is doubtful that the "I'd-rather-do-it-myself" type of teacher would profit much with an aide any part of the time unless the teacher could give assignments such as that of duplicating materials to be performed outside the classroom.

Most teachers interviewed feel the ideal system would provide the full-time services of an aide for each teacher, but sometimes budget limitations make it necessary for an aide's time to be shared by more than one teacher. Occasionally, an aide is assigned to the whole staff, to a department (English, for instance), to a whole level (primary, for example). This may lead to difficulty as some teachers are more demanding than others.

Many teachers in Bureau of Indian Affairs schools, especially those of primary grades, would prefer to have aides employed on a yearly basis and look forward, hopefully, to the time they might be made permanent employees with educational leave and other privileges enjoyed by professional teachers. Non-school months could be used to visit and work with parents, prepare materials, make plans, read and discuss educational books and articles, and become familiar with the basic BIA goals for children in the areas where these goals apply and where the aides will be employed.

When possible, it is highly desirable to recruit an aide who can complement the qualities and abilities of the teacher. For example, the primary teacher may not be able to play the piano and if an aide has this special ability, the school program can be strengthened. It is well to keep in mind the importance of selecting one who is acceptable to and relates well to the people in the community. A person of the same tribe as the children and indigenous to the community is highly desirable. However, sometimes it is wise to choose an aide of the same tribe but from another community if local jealousy hampers the usefulness of an aide in a particular district.

One of the dual roles of the aide is to act as a liaison person to help the people of the community to better understand the philosophy and program of the school and the teacher, and to help the teacher become more knowledgeable about the omens, superstitions, customs, language and other phases of Indian culture, as well as the attitude of people toward education and ambitions for their children. If the aide will help the teacher provide quality education for children, the objectives of the plan will be met.

Recruitment of aides often means recruitment of teachers as a number of aides are already planning to continue education to become fully qualified teachers.

Qualifications of Teacher Aides

Somewhat the same qualifications that apply to teachers are desirable for teacher aides but emphasis may vary to some extent.

Aides should want to work with the age group with which they will be involved. They must have empathy for this group. It is essential that they be acceptable to the school community, indigenous to it, or understand its culture. Aides must be willing to take suggestions, have a desire to improve their techniques of teaching and to receive further education. Patience is a cardinal virtue especially in dealing with children learning a second language and adapting to a different way of life. Being ethical in all respects (never discussing inside school affairs or individuals with outsiders, for instance), and being loyal to the school and its program will avoid trouble for teachers, aides, students and parents. When an aide is exemplary in dress, good manners and disposition, he can be much more effective. If he can be strong where a teacher is weak in some capacity, the school will profit. Showing initiative and taking responsibility are essential characteristics of a good aide. The teacher whose aide is respectful, competent, tolerant, understanding and has an inquiring mind is very fortunate. Being receptive to new ideas will aid considerably. Rarely are all of these qualities, to a maximum degree at least, found in any one person, but many can be sought, engendered, and improved in a willing candidate. The qualities most essential in a particular situation must be given priority in selecting an aide and an effort made to develop other desirable ones.

What formal education an aide has had should not be the major criterion for his selection. His personal qualifications and capabilities and the needs of the children are far more important.

THE PREPARATION OF TEACHER AIDES

Leif Fearn

San Diego State College

THE PREPARATION OF TEACHER AIDES

Considerations in Regard to Training Teacher Aides

So we are going to train some teacher aides for work with children in the schools. Why? Why must they be trained? Who are they going to be? What is the end result supposed to be? What kind of personnel do we ultimately want in our schools? Of what value are teacher aides? These are questions which the trainers of teacher aides must ask and answer for themselves.

For the first time in the history of the school system in which we are working, indeed for the first time in the history of any American school system, we have the opportunity to develop the kinds of skills in school personnel which we want. If we find that the aides whom we have trained are not working out, more often than not, it will be our own fault. With all of this responsibility it appears that the job to be done by the trainers is vitally important.

The Reasons for the Employment of Teacher Aides

Before beginning any program, no matter how large or small, the administrators must make some judgments relative to the assumptions upon which the program is to be built. What kinds of assumptions can be made about the utilization of teacher aides?

There are many reasons for employing teacher aides in the classrooms of our schools, probably as many reasons as there are people to relate to the question. The following reasons are, perhaps, the most oft-mentioned reasons and perhaps the reasons which are most appealing to people in and out of the school setting. Consider these and add your own:

1. The teacher aide opens the door for the teacher to differentiate the teaching-learning process to meet the individual needs of children, as diagnosed by the teacher or the teacher aide.

2. The teacher aide permits an escape from the rigid structuring of the traditional classroom so that there is opportunity for freedom of movement, small group activity, and independent activity.

3. The introduction of the teacher aide makes it possible for the teacher to experiment with new techniques, innovative ideas, and creative movement.

4. The teacher aide provides one more adult contact for the children in the classroom.

5. The teacher aide breaks down the 30:1 teacher-pupil ratio found in so many schools. The introduction of the aide takes all the limitations out of the classroom concerning grouping.

All of the stated reasons for the employment of the aide are from the point of view of the professional educator. However, there is another sphere of values to be realized as the result of the teacher aide program. This set of values, operating in an independent sphere, but related to what has been mentioned, assumes that the vast preponderance of the aides will be indigenous to the environment of the children in the school.

Very strong convictions would be compromised if this set of values were to be missing from this discussion. First, the employment of a person who is indigenous to the area in the capacity of quasi-educator begins to make some differences to both the person employed and to the children in the school. No longer will the children look at the profession of teaching as that to be handled only by those who come in to "help". When children see the woman next door, or from down the street, a man who is respected as a community leader, a black face, a brown face, an oriental face, a person who speaks the language or dialect of the community, a person who holds dear many of the things held dear by the children and their families, a person who is known and liked by the child's family as a peer, when the children see these people, they are more likely to become involved in the processes operating in the classroom.

Second, children will begin to see that the profession of teaching, indeed any "respectable" position, is not delegated to the people who come in to help. Specific jobs can be handled by anyone who has the courage to develop the skills. The child sees that the Indian mother or father can fit into the classroom program as a part of the instructional team just as well as the teacher, and at times, better. Experiences of this nature help children to set new goals, e.g., more realistic goals in terms of their abilities.

Finally, the employment of a local person in the capacity of teacher aide will make a contribution to the general economy of the community. These are well paying positions; they are quasi-professional positions. People who never imagined that they had the ability to perform such a service will begin to see a new level of respectability and financial stability.

There is always the danger that a program of the type contemplated will erode some levels of professional standards which are of monumental importance as we work with children. However, the most significant danger is that we will miss the very philosophy from which the funds being used have come. This is all part of a very complicated effort to change the economic complexion of the American population. In doing so, the complexion of people will change in positive directions. We cannot forget that the school system is a servant of the people, directly in the case of children and indirectly in the case of the rest of the community. The teacher aide program must think in terms of the contributions which it can make to the children involved in the school and to the members of the community.

The Advantages of Teacher Aides

The advantages of the teacher aide program are many and they are aimed in several directions.

1. Advantages to the child -- The introduction of the aide provides one more adult model with whom the child can identify himself. The aide has shaken the teacher loose so that she can do the very best job of designing an environment which will enhance the learning process. The second member of

the teaching team will break-up the rigid organization of the classroom, thus providing more opportunities for involvement in learning on the part of the child. There is a person in the classroom in whom the child can confide in a common language, in a common dialect, or within the sphere of a common set of values.

2. Advantages to the teacher -- The introduction of the teacher aide into the elementary school classroom, providing the teacher with additional time to do the professional job for which she was prepared, adds a degree of status to the teacher's role. Moreover, the manipulation of the classroom becomes far more manageable when the aide is properly oriented to the operation of the room.

3. Advantages to the teacher aide -- Assuming that the aide is indigenous to the area of the children, the position affords an opportunity for the aide to become better oriented in terms of the school. This tends to make the aide a better manager of a home and family. Further, the aide's position provides employment for a community person; the employment being connected with the school is another status factor. The aide will feel a new level of importance as she realizes that she is filling a position which is significant to her, to the school, and to the children. The person is filling a need, a major factor involved in the solution of the problem of the poverty cycle.

4. Advantages to the administrator -- The demand on the administrator in contemporary education is for additional services to be provided both for the children in the school and the community which the school serves. The introduction of the teacher aide makes a tremendous contribution to the fulfillment of this demand.

5. Advantages to the community -- It is assumed that the community is one where the cycle of poverty is an apparent problem. The aide program provides jobs for people -- a major factor in the solution of the problem of the poverty cycle. In addition, the position is one connected with the institution which by its very nature is tied to the solution of poverty problems. This tends to make the aide more favorable to the conduct of the school as she suddenly finds herself in the position of having a vested interest in its success. The aide tends to enter the community and explain many of the factors which are strange to the members of the community, factors which had previously created feelings of anxiety. Perhaps it is the community which has the most to gain from the teacher aide program in spite of the obvious advantages to the children, the school, the administration and the teachers themselves.

Research and Observation of Teacher Aide Utilization

1. Teacher Aides in California Schools and School Districts -- A report from the California Teachers Association, 1966-1967

   Several factors are apparent when reading and studying this report. The report shows a pattern in terms of the duties of teacher aides as they are utilized through the grades. Aides at the pre-school level were utilized heavily throughout the school program, from performing clerical duties to working directly with children in a learning situation. As the grades in which teacher aides were used went up the curricular ladder, the duties of the aides gravitated toward the clerical and away from the instructional. This pattern indicated that as the curriculum became more sophisticated, the relative professional incompetence of the aides became more apparent.

Such a generalization is reasonably safe except that throughout the report of utilization, aides were used in an instructional capacity in specific instances despite the general trend away from that kind of duty. As an example, of 169 schools reporting, 80 or 47.3 percent had aides tutoring students individually and in small groups. The subjects most often handled by the aides in the high school were social studies, reading, and science. Aides at the high school level were also administering and correcting tests (47 percent), correcting English themes (51 percent), and correcting various kinds of homework (69 percent). These are relatively sophisticated activities and although they were not performed by aides in all of the schools, they were characteristic of enough schools to indicate that aides are capable of participating in the more professional roles of the school with proper training and guidance.

The vast majority of schools employing aides reported that the aides spent a great deal of time in clerical duties. Such duties as typing tests, machine scoring tests, storytelling, preparing attendance reports, and entering grades on the report cards. Some even indicate that the aide was performing administrative duties such as ordering supplies, managing science areas, and library conduct.

This discussion of duties indicates one factor very clearly for those who will participate in the training of teacher aides. These people cannot be sold short. A teacher aide will do an admirable job with nearly any task given her providing that she has been well prepared. It may be a difficult pill for teachers to swallow, but the teacher aide is demonstrating that she can do anything that she is asked to do if she is prepared to do it through proper training, and in some cases she can do it better than the teacher. The point to be made here is that the teacher can have a partner in the classroom if she treats the aide as a partner and helps her to become well oriented.

A second factor in the report was the school's response to the question of the contribution of the aide in freeing the teacher from responsibility. Each of the levels reporting, pre-school (53 percent), elementary (61 percent), junior high (58 percent), and high school (53 percent), indicated that the contribution of the teacher aide was positive. However, it is important to note that there is a relatively significant negative factor inherent in these statistics. For example, on the pre-school level 53 percent of the schools reported that the teacher aide played a significant role in freeing the teacher from clerical responsibility so that she could do things of a more special nature. However, that means that 47 percent of the schools had some doubts about the significance of the aide in this regard. Is this the fault of bad administration? Are these bad aides?

Were the judges of competence, teachers and administrators, bad judges? This is very unlikely in each of the cases. In light of what is known a teacher aide can do when properly trained, it seems that the main reason for the negative responses resulted from inappropiate or incomplete training provided for the aide.

2. Indian Community Action Project

The writer has had extensive opportunities to train and observe Indian teacher aides working in Indian Head Start programs and has noted several indications of the value and competence of these people. The people chosen for the aide positions were selected by the community in which the Head Start center was located. These people were then sent to a centralized location to be trained by people who allegedly knew how to train teacher aides. Following training sessions which lasted from one to eight weeks the people were returned to their locations to work with a professional teacher. Follow-up training was then conducted by the training institution to identify and solve specific problems.

In training and in observing these people as they worked, it never failed to amaze the writer how highly competent they were in working with children and the teacher. Out of over six hundred aides, selected by their communities, only a handful did not adapt to the program. Conversely, the majority of the aides were monumentally successful in their jobs and the response of the teachers to their competence was overwhelmingly positive. In some cases, the teachers chose to follow the aides rather than lead them because of the noticeable competence. In other cases, the administrative bodies chose to elevate the teacher aides to positions of teachers.

The elevation of the aide to the position of teacher is possible only when administrative conditions warrant it, and it would be unfair to expect every administrator to attempt to suggest elevations. However, the performance of teacher aides in Indian Head Start indicated that some aides were highly competent and that they could do a very professional job.

Solutions to Apparent Problems

The picture painted is rosy indeed, but care must be exercised to avoid the assumption that problems are non-existent. There is a noticeable problem prevalent throughout the California report concerning the negative responses to the contribution of aides and their ability to free the teacher. Review of the literature and observation of aides on the job shows clearly that aides can perform better than the statistics in this report indicate. There is no doubt that there are many reasons for the negative response, and there is every reason to believe that some of the responsibility must fall upon the shoulders of the teacher aides themselves.

However, the writer is convinced that a considerable amount of the responsibility must be placed upon training procedures. There are several attitudes which must be established in training programs for teacher aides which will tend to put the aide's role into proper perspective.

First, the aide must be made aware that she is a part of the classroom format, and that she must assume the role when the need arises, and that she must perceive the need herself. The teacher must be made aware that the aide is a working partner -- an aide in the true sense of the word. Administrators must recognize the aides as functioning personnel of the school. The aide must attend all faculty meetings, she must receive all faculty bulletins, and perhaps have a faculty mailbox.

The training program must stress the fact that the aide is important and is a contributing member of the faculty organization. She must be taught to "see" the conduct of the classroom to perceive trouble spots, opportunities to help, and times to become involved, wholly. This topic will get more specific attention later in this section.

All of the attention so far has been on the competence of the aide. There are instances when an aide is not competent, when an aide manifests the kind of maladaptive behavior which other members of the educational program sometimes manifest. In such cases, the aide must be dealt with just as would any other member of the faculty.

Training Objectives

The most important single objective in teacher aide training is that of impressing upon the aides that their job is dealing with children.

Throughout this section of the training guidelines, the writer has emphasized, very carefully, that the teacher aide is capable of performing a vast variety of tasks which many times cross professional-non-professional lines. There are convincing arguments that this is the most tenable position which can be taken on this matter of the performance of duties, because there is a common denominator in his profession of teaching children and it need not be the exclusive realm of the "professionally trained" teacher.

The morbid statistics pertaining to mental health, or ill-health, indicate that over half of the population of this nation will, at some time during their lives, be confronted with mental and/or emotional problems to such a degree that they will suffer from ill-health. Approximately eight percent of the children whom teachers see every day in their classrooms will be confined to a hospital for the insane before the children complete their natural lives. In addition to that, approximately fifty percent of the children whom teachers see every day in their classrooms will suffer from problems reaching from the fringe of insanity to mild neurosis. That leaves less than fifty percent of the children in our classrooms today who can look forward to a reasonable level of mental health - and the figure is getting lower every day!

It is vogue to ascribe these figures to a "sick" society, poor child rearing patterns, sparing the rod, violence on television, and breakdowns in moral structure. There is no doubt that each of these factors play a contributing role of one sort or another, some very significant, others not so significant. However, as we attempt to identify the reasons for this monumental example of human destruction we cannot fail to recognize that children from the ages of six through seventeen, a period of twelve years -- all years of growth and development, years of personality formation and solidification -- spend over one thousand hours per year under the jurisdiction of the school. This means that the children of this country spend approximately twelve to fifteen thousand hours under the jurisdiction of the schools - a sizable portion of a child's life.

It may be that these hours in school contribute to better mental health and that without these hours the statistics for mental ill-health would be higher. However, it is not likely that such a rationalization would hold. Rather, perhaps we can all agree that the schools are dynamic forces which play many roles, some positive and some negative.

Mauree Applegate has written a book entitled Everybody's Business - Our Children and in it she discusses the role of the teacher in the development of children through education. The author wishes to use her title to indicate perhaps the most important portion of any training program for teacher aides, as well as teachers.

We speak at length about what to teach aides in the training program. We speak about the necessity of teaching the aide to fit into the school structure, teaching her to deal with certain subjects, teaching her about the operation of the school. However, the most significant aspect with which we must deal in the training program is the role of the teacher aide in relating with children. The aide must play a positive role with children as they grow and develop; she must be able to deal with children's problems in an empathetic way. The word "empathetic" is emphasized here. It is empathy with which children relate most positively, not sympathy. Perhaps it is sympathy which has led to a breakdown in discipline, if such a breakdown is real.

Relating with empathy means that the aide is sensitive to the ways in which children are likely to react to certain stimuli emulating from the instructional staff. Relating with empathy means that the aide is sensitive to the characteristic peculiarities of childhood behavior. The aide is empathetic if she knows how a seven year old is likely to behave under certain circumstances, and then is tolerant of such behavior, regardless of its effect upon the aide. Relating with empathy means that the aide knows that the children are in the process of forming a self-concept which will, in turn, dominate the behavior of that child for the rest of his life.

There is little doubt that the most important concept which the trainer transmits to the trainee is that the role of the instructional team is to deal postively with children and, in the process of such dealings, the children will learn to read and write and compute. However, if the dealings of the instructional team are dominated by teaching children the skills and there is no attention to relating positively to and/or with the learner, the skills will not be learned and the children will be slowly driven further and further into varying degrees of maladaptive behavior.

Several factors must be present if a man is to become a world champion fighter. The man must be strong, he must be able to deliver a good punch, he must be more concerned with hitting his opponent than concerned that his opponent will hit him, he must be well trained, and he must know the science of the art. There is another factor, however, which is necessary in the climb toward the championship. Without it the fighter must compensate with extra ability in one of the areas already mentioned. This other factor is called "ring generalship". Ring generalship is a certain sense about fighting and moving about the ring. It is the ability to anticipate the moves of an opponent, to roll with punches, to anticipate the reactions of an opponent to his own movements. In short, it is the sense necessary to move within the confines of the ring.

This sense can be observed in all athletic endeavors. The basketball player has floor generalship as he seems to know when to move at the right time. He is the one in the air when it is necessary to be in the air. It is a sixth sense which some athletes have and others do not.

The writer chooses to use the term in the teaching profession. There is a sense which some teachers have and others do not; this is called "classroom generalship". It is the ability to make the moves within the classroom when the moves are necessary and not before. Some say that this is experience and I concur to a degree. However, this sense has been seen in operation with first year student teachers who have no experience. This leads to the belief that it is a sense which can be developed through experience, but it is also a sense which is either natural in some people or it is taught. The author feels it can be taught and that it is taught when the student is led through an experience which is geared to the child and is dealing with the child.

The literature in educational psychology clearly indicates that the learning process is an active one and that the active person is a learner and the inactive person is not. This means that the teacher must be relatively inactive in comparison to the children if it is the children who are to do the learning. It does not take long to perceive the other view when looking into classrooms. More often than not the teachers are violently active and children are there listening and observing. The quiet, passive, orderly children are not learning! The violently active teacher is not teaching!

The teacher who is successful in making the learners active must realize that she is not "teaching" at all. Rather, she is setting an environment in which the learners can actively relate. This makes the teacher, in our case the teacher aide, a window dresser, a manipulator of the environment. The most efficient manipulator of the environment is the most astute "classroom general".

The third objective in teacher aide training and the third in terms of relative importance, in the sphere of the four presented in this section, is that of impressing upon the aide that she is a partner of the teacher with whom she works. Attendenance at this portion of the training program could be beneficial to the teachers of the schools having teacher aides, as well as to the aides themselves.

The only way that the teacher aide program is going to work for the benefit of all involved is if the teacher and the aide work as an instructional team. This means joint planning of each activity of each day, joint evaluation of the team and the learners, joint participation in the conduct of the room, and joint respect for each other's role as an educator.

Within this instructional team there are definite roles that need to be played according to specific conditions. One set of conditions, the native language speaking children as a near total population, immediately places the aide in a primary position in the classroom for the better part of the first year of school as she is the only one on the team who can communicate effectively with the children. The aide, in such an environment, is the only one who really understands the ways in which the children will react to certain tasks. The aide, in such an environment, must play a primary role in planning each day and she must be called upon by the teacher during the conduct of each day to play the role which suits her best. The teacher must be aware of the native skills of the aide and respect the valuable contribution which the aide can make.

Another set of conditions, children who have become reasonably well acculturate, will present a different role for both the teacher and the aide. In such an environment the teacher can play the dominant role in the team; however, the aide must feel that her role is significant and that she is a working part of the team.

This format will be very difficult for many teachers to accept and it represents a role which many aides will find difficult to accept. For the benefit of the teachers who think that the aide is qualified to perform only the mundane tasks, aides have demonstrated in all parts of the country and under varied circumstances that they can relate to any role in which they are properly trained. Some aides have proven to be infinitely more competent than some teachers, whereas some aides have not been so successful.

It was previously mentioned that the only way for the aide program to work is for the teacher and the aide to work as a team, and the only way that a team approach will become a reality is if those concerned work to make it so. There can be no jealousy involved. There is no room for ill-founded pride. This program has been designed for the benefit of children, and if one member of the team can make a greater contribution than the other, then that member of the team should take the initiative and the other member of the team must watch and learn.

Curriculum knowledge is placed in the last position in the list of training objectives because it falls here in terms of importance when related to the three objectives mentioned. This does not mean that a teacher or a teacher aide does not need to know about the curriculum used in the classroom. On the contrary, they do need this information. However, it is more important to know how to relate to children and to know how to fit into the scheme of the classroom, and to know how to develop an efficient instructional team. Having learned all of these things, the aide can begin to learn what is taught in the school.

The aide should be taken through the instructional program of the grades which she is likely to teach. This should be done in such a way that the aide gets a picture of how the instructional program moves from one concept to another in each area of learning. She should be aware of where the child is likely to be in terms of conceptualization when the child gets to the grade in which she is working, and what the teacher in the following grade will expect from the children. It is not to be implied that the aide is taught that a body of knowledge is to be presented to the children according to a curriculum guide; rather, it means that she will know what the child should see during the year with all other factors being equal.

The aide should be aware that the curriculum guide was designed for an infinite set of "average" children and that the likelihood of the children with whom she is working all being among that set is pretty slim. She should be made aware of the remediation and how it fits into the curriculum program. She should be made aware that all children do not learn at the same pace or with the same methods, and she should be cautioned to watch for a child who is not relating well to what is being presented and she should be given some possible solutions.

A feeling for the curriculum has a great deal to do with classroom generalship. The aide should be taken through the curricula program so that she is aware of how to dress the window or design the environment. Training in the design of curriculum is not done so that the aide can recite the scope and sequence for a given year. The ability to make such a recitation is dependent upon the aide's ability to read and memorize -- factors totally unrelated to efficient teaching.

Techniques

Probably the first factor about training teacher aides which will strike the trainer is that so much needs to be done for so many people in such a short time. The job of training teacher aides begins to take on a prohibitive character when all of the skills and attitudes which must be developed are taken into consideration. It is true that the job is monumental; however, it is not insurmountable. One of the biggest reasons why it can be done, and it can be done well, is that the trainer will begin the task with a group of prospective aides who are hungry for the knowledge which the trainer is about to impart. Because of this hunger they will be inclined to be excellent students who are willing to do a great deal of work on their own.

It is imperative that the training program take advantage of this willingness to work independently. One of the ways that this can be done is through related reading. It has been mentioned earlier that the skills which the aide will need are not necessarily related to academic preparation. There are several areas of competence dealing with attitudes, feelings, and sensitivity which are of great importance to the aide and can be developed through independent reading.

A short reading list follows which includes some of the literature which will help the aide to develop accepting attitudes and sensitivity toward children. The reader should add to this list, freely, any and all of the literature which he thinks will make a positive contribution.

Ashton-Warner, Sylvia, Teacher

Bagdikian, Ben H., In the Midst of Plenty

Dinkmeyer, Donald and Rudolf Dreikurs, Encouraging Children to Learn

Gross, Ronald, The Teacher and the Taught

Hymes, James L., A Child Development Point of View
Behavior and Misbehavior

Lindner, Robert, The Fifty Minute Hour

Neill, A.S., Summerhill--Freedom, Not License

Zintz, Miles, Education Across Cultures

The concept of "reading and conference" is not new in education. It capitalizes on two classes of educational development. The first class is that of the committed learner, the second that of the competent teacher. The learner is exposed to a problem which must be solved to gain a certain level of competency, and the solution is to be found through a series of conferences conducted by the teacher resulting from material read by the learner. The end result is the solved problem; however, the procedure followed has developed a great deal of competency.

The material to be read can be from the reading list presented, or it can be from a list identified by the teacher. It may be that the group of learners in the conferences identify a problem which they would like to solve and the teacher points them in the direction of a reading list which is pertinent. Or, it may be that there is a point of view expressed by a great psychologist, philosopher, or teacher who the students want to research and discuss. Few experiences can be more productive than a semester of discussion about the educational tenets in Summerhill and the degree to which these tenets can be incorporated into the educational program of the school and into the feelings of the teachers.

One very appropriate item which would be legitimate for analysis at the beginning of the training program is the curriculum guide used at the school. These sessions should be free and open, and the honest reactions to the guide should be given careful attention. Literature on curriculum development should be brought into the discussion so that the students have something with which they can compare the guide of the school.

Having read the material agreed upon by both the student and the instructor it is time for a meeting of minds. This meeting (conference) however, is not an instructional session as we know it. Rather, it is a time when the students react to what has been read either critically or supportively, and during the course of the session cause their reactions to become sophisticated and incorporated into their perceptions of the role of the aide and the teacher. The conference, in order to fulfill this goal, should be characterized in the following ways:

1. The leader (trainer) must be accepting and open in his reactions to student comments. In the conference setting, no reaction on the part of the student is wrong. The trainer may choose to manipulate the reaction, to make it more realistic, to place emphasis upon one part and remove attention from another, to place the reaction in the perspective of the classroom, but the trainer must play the role of acceptance so the students will react. As soon as the trainer passes subjective judgment on a student's reaction, the student will stop commenting and without a discussion of problematic areas the conference becomes a failure.

2. The group of students should not exceed five. The best conference will occur with one student and one trainer; however, this is more ideal than plausible. A successful conference can be conducted with three, four, or five students, but more will make the conference like a class and at that point it begins to lose its value.

3. The trainer should not have any prior commitments to a point of view which may severely color his reaction to a student. For this reason, the trainers should be balanced equally between teachers and administrators, allowing the students benefits from both points of view.

4. The sessions should be held on a regular schedule and attended faithfully. They may be scheduled for one hour each week for three months, during which time six-to-eight major readings could be carefully discussed. The sessions should be so planned that the students are reading regularly, and so that no week goes by without some reading having been done.

There are two additional features the trainer may wish to consider relative to the reading and conference format. The first is concerned with written reactions to the issues under consideration in the sessions. The students can be asked to write a paragraph or two which indicates their position or feeling about an issue so that each student has a frame of reference for group discussion.

This technique has a dual value. It can show the student how thoughts change through group discussion as he reacts before and after hearing other opinions about an issue. The second feature concerns the development of a training manual designed around conference discussions. A group recorder could be assigned to each session and when the conferences are completed, the group can write a review of discussion, print it, and make it available to the rest of the staff. This might prove to have a hidden value as the aides are then in a position to influence the feelings and policies of the school through their findings.

The effectiveness of the training program will depend, to a great extent, upon how dedicated the aides are and how much guidance comes from the trainers. We know that the trainers will be doing double duty in the training program, i.e., fulfilling the requirements of the position for which they are contracted, and training teacher aides. One of the keys, therefore, to a successful program will be self-development on the part of the aide.

Experiment and observation during the past few years has shown that the technique for self-development, programmed learning, can be highly efficient. The self-instructional device, which includes all of the techniques for independent learning, is based upon the proposition that given a reasonably well motivated learner and a carefully designed program, a student will learn with a minimum of direction from the teacher.

Because of the nature of the task which faces the trainer of teacher aides, the most productive route that can be taken, concerning self-instruction, is the program designed by the trainer for the purpose of learning those things which the trainer and the trainee deem necessary. Thus, it is necessary for the trainer to become familiar with the techniques and principles involved in the development of an effective program.

The effective program can be characterized by the following criteria:

1. The program will deal with subject matter which is significant to the student.

2. The effective program will be designed on the basis of behavioral objectives stated in behavioral terms. Thus, the program will not attempt to establish a nebulous set of appreciations; rather it will attempt to develop one or more specific skills which can be demonstrated upon completion of the program. Each skill will be broken down into logical

units or elements which will be placed in a sequence that leads the student from one element to another in an order which builds each skill upon that which preceded it. Each skill will be tested before the program leads the student into the next portion of the program so that there is no back-up along the line.

3. Incorporation of the information learned will be tested on the basis of behavior, and correct behavior will be reinforced immediately upon demonstration. An incorrect response (behavior) will not be reinforced and will be a signal to re-route the student through that portion of the program which failed to establish the correct response.

The reader should make a concerted effort to acquaint himself with programmed learning before attempting the development of a program. An excellent source is: Programmed Learning -- A Practicum by Dale Brethower, David Markle, Geary Rummler, Albert Schrader, and Donald Smith, Ann Arbor Publishers, 610 South Forest Avenue, Ann Arbor, Michigan, 48104. This book is a programmed text which, through the principles of programmed learning, teaches the techniques for the development of programs.

The January 1958 issue of The Educational Forum carries an article by Irving A. Yevish entitled, "The Observation Fallacy". It is particularly apropos to the discussion of on the job training.

On the job training will be built around the observation of the aide by the teacher or administrator followed by either formal or informal discussion of the aide's effectiveness. The key to the effectiveness of this portion of the training program is the perceptual abilities of the observer. It is to this point that Yevish addresses himself when he writes, "...observation is an act of taking notice, and if the wrong things are noticed (as they generally are) - the teacher, for example, instead of the student, or instruction instead of learning - observation ... becomes a misleading exercise". (p. 171)

To what will the trainer address himself when he is observing the teacher aide? If he is observing the way that the aide teaches, he is incorrectly observing. If he is watching teaching techniques, he is incorrectly observing. If he is one who "drops" in so that he can see the aide in a natural setting, he is visiting at the wrong time. If the visit is an inspection trip, it is wasted time. If the visit is not preceded by a session with the aide, during which the aide is made aware of the reason for the visit and why the visitor is observing, the visit is poorly planned.

The following statements should be carefully considered by the supervisor prior to, during, and following the visitation or observation of a teacher aide:

1. The teacher aide must know when, why, under what circumstances, and according to what criteria the observation will be made. This information should be with the aide well before a prospective visit.

2. The observer sees nothing when he watches the aide in the classroom. The only indication of competence is the reaction of children to what is happening, and this can be seen only when the observer is watching children.

3. The observer learns nothing about the ability of the aide in classroom generalship by watching the aide. Rather, the observer must manifest the skills which the aide is learning, i.e., seeing the whole room and all of its activity in one perceptual sphere. With this the observer sees the aide as a part of the room, not a person in it.

4. The observer must follow the session with a meeting attended only by the aide during which time the reactions of children and the "picture" of the room are discussed.

It is vitally important that the supervisor know that the burden of responsibility for competence in the observation sessions falls upon the observer to a far greater extent than it falls upon the aide. There are few roles in the professional realm that are as sophisticated as that of observer.

The most important role that the observer plays, deals with a professional perception of classroom generalship. First, did the observer perceive the ways in which the classroom was manipulated by the aide or does the observer only think that he perceived it? Second, what is the reaction of the observer, assuming that the perception is sound?

What to do is the next critical role of the observer. The observer is a counselor who is primarily concerned with children and secondarily concerned with whatever else he wants to identify. Most of all, he is secondarily concerned with such mundane items as lesson plans, time schedules, and personal opinions about the ways in which classrooms are to be run. The observer is concerned only with the learner (child) and this observation can only be made to the extent to which he understands the principles of child growth and development. Such questions as, "Why was six year old Herman so squiggly during the reading lesson?" might not reflect an answer on the teacher or aide at all. Perhaps if we consider that six year old Herman is a squiggly organism wherever he is our perception of the classroom situation might be a great deal more fair to the aide and more realistic in terms of what we know about children.

Thus, the observer is one who expertly perceives classroom generalship and the reactions of children and follows that observation with a carefully conducted, professional meeting with the aide.

COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

Kindergarten Through Grade 3

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COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

(Kindergarten Through Grade 3)

The lists that follow are not all inclusive, but they do contain much information of importance to teacher aides and those who help prepare the aides for their work.

Some Things Teacher Aides in Primary Grades Need to Know About Children

1. They are active.
2. They are responsive.
3. They have curiosity.
4 They are interested in themselves.
5. They respond readily to sense stimuli.
6. Their interests gradually begin to broaden to larger areas.
7. They love to imitate.
8. They are very imaginative.
9. They are not very self-critical.
10. They have definite ideas of their own.
11. They enjoy play.
12. They love animals and people and want to be loved in return.
13. They need to belong.
14. They need self-confidence.
15. They need freedom from fear, guilt and over-protection.
16. They possess individual differences.

Some General Ways Aides Can Help An Indian Child

1. Understand the child's family background and home conditions.
2. Understand the child's characteristics, being aware of individual differences.
3. Be acquainted with his religious beliefs and make allowance for his superstitions and fears.
4. Know the child's language and other phases of his culture, if possible.
5. Help the child to be proud of being an Indian.
6. Have patience - this is absolutely essential.
7. Praise individually and privately as a rule.
8. Give love, help and understanding.
9. Show respect to the child in every way possible.
10. Refrain from belittling a child - give him a chance to "save face".
11. Reject no child or write him off as hopeless.
12. Give much individual attention to handicapped or slower learners.
13. Select activities in which the child can meet success.
14. Give the child confidence and help him develop emotional stability.
15. Help the child to develop an inquiring mind and set up situations to make him think.
16. Avoid making threats.
17. Make no promises that cannot be kept.
18. Give the child time to adjust to school and to his peers.
19. Give an opportunity to the child for adequate self expression.
20. Listen, listen, listen and teach the children to listen.

Some Guide Lines for Aides in Primary Grades of Bureau of Indian Affairs Schools

In addition to the twenty ways an aide can help an Indian child, the following guide lines are to be observed both by the teacher and the aide.

1. If possible, select an aide who is indigenous to the community, who relates well to children and can help them to develop a good self-image
2. An aide should be made to feel he is a part of the school and can show initiative and can take responsibility.
3. An aide is to be taught to be ethical at all times, never discussing individual children or giving inside information to outsiders; the same should be expected of the teacher.
4. An aide must be able to guide children in doing their own work rather than doing it for them. There is a tendency to over-protect primary children.
5. It is necessary that an aide be willing to accept suggestions and follow directions agreeably, promptly and effectively.
6. An aide must speak good English. He will be more helpful if he can speak the native language of the children.
7. The teacher needs to set a good example in dress, grooming and manners and must require the same of the aide.
8. The aide should be on time, follow time schedules.
9. Attendance of children can be stressed by the aide.
10. As often as possible, the teacher should watch the aide at work with children and certainly the aide will be given time to observe the teacher.
11. Frequent conferences are necessary.

Some Ways Aides Can Help in Kindergarten Through Grade 3

1. Learn the names of the children as soon as possible.
2. Keep room tidy and help with housekeeping chores.
3. Assist in developing and maintaining interest centers such as science, art, or library.
4. Help the teacher maintain the room arrangement she desires.
5. See that plants and animals are taken care of by the children.
6. Maintain proper heating and ventilation of the room.
7. Do routine weighing, measuring and preliminary eye testing (chart).
8. Stress the importance of regular school attendance.
9. Give simple therapy (where training has been received) to children who need periodic treatment.
10. Help children with clothing problems such as torn garments, wet clothes, and similar problems.
11. Take an injured or sick child to a doctor, clinic or hospital, where and when possible.
12. Administer first aid after being taught what should be done.
13. Observe child behavior and make notes for later conferences with the teacher and parents if so desired by the teacher.
14. Help individual children with special problems.
15. Tutor children who have been absent from school.
16. Help children get out and put away materials depending on age and ability of children.
17. Prepare instructional materials such as charts, toys, games, flannel board materials, bulletin board displays, booklets, picture files, and other pertinent audio-visual aids.
18. Maintain individual folders of representative work done by each pupil.
19. Display children's work.
20. Check any type of work assigned by the teacher to be done independently by the child.
21. Make every effort to teach respect for school property.

22. Try to detect an ailing child and take his temperature.

23. Show children how to avoid waste and clutter when working with materials.

24. Encourage children to be original in art work rather than copy or fill-in outlines.

25. Give children an opportunity to tell about their work and give it attention as well as praise.

26. Go with the children and supervise boarding of the bus.

27. Help children learn how to make sounds in English that are difficult for them.

28. Give individuals and small groups practice in "speech patterns".

29. Take charge of audio-visual materials, learn how to operate machines and have them ready, when needed.

30. Order certain free materials.

31. Learn how to conduct fire drills.

32. Be prepared to play indoor games during recesses when weather will not permit outdoor play.

33. Be present on the playground, be able to teach new games and participate, at times.

34. Keep track of library books and see that they are in usable condition.

35. Duplicate or type materials prepared for class use.

The Aide in the Kindergarten

1. Acquaint children with the building and school premises, using English names of places.

2. Introduce children, with help of the teacher, to personnel at the school and acquaint them with the work each one does.

3. Take children (all or small groups) on walks and encourage questions and conversation.

4. Accompany children to the washroom and show them how to use modern conveniences.

5. Help the teacher in developing and using certain speech patterns.

6. Take turns with the teacher calling roll and expect each child to say, "I'm here" or any other reply agreed upon. (This can be discontinued when the aide and teacher know all the children and they understand how to answer.)

7. Talk individually with children.

8. Skip, hop, walk, run, sing, dance and play with the children.

9. Show children how to dramatize by taking a part in activities.

10. Encourage role playing.

11. Listen to children when they count objects, or tell stories, or just talk.

12. Mix paints and help children prepare area and materials for painting.

13. Locate a local clay pit, if possible, and give the teacher assistance in preparing the clay for children's use.

14. Encourage finger painting.

15. Try to secure an extra suit of clothing (one for a boy and one for a girl) outgrown by children of parents who can afford to donate them to the school. These can be used in case of emergency.

16. Suggest things parents can make for their children to bring to school even if it is only a doll made of cornhusks.

17. Help children put on wraps and tie shoes until they are able to do so by themselves.

18. Taking the temperature of an ailing child.

19. Go with the children to the lunch room and help them when necessary.

20. Show children how to get out and put away toys. (Refrain from doing it for them).

21. Make suggestions to children who need to have more variety in choosing activities.

22. Tell children names of things unfamiliar to them.

23. Help children to distinguish between what belongs to them and what belongs to others.

24. Help make school a happy place so that children will love and enjoy school and want to come every day.

25. Assist the teacher with rhythm band.

26. Read, tell stories, ask questions and see that children listen.

27. Assist the teacher and pupils in carrying out simple experiments, growing plants and caring for fish, turtles or other live objects in the classroom.

28. Re-read suggestions for aides covering all primary grades and carry out all those applicable to kindergarten.

29. Familiarize oneself with Basic Goals for Elementary Children prepared by the Bureau of Indian Affairs and take part in carrying out each goal, when possible.

The Aide in the First Grade

1. Repeat applicable duties on kindergarten level and check on those that have been listed as suitable for all primary grades.

2. Continue to read stories and tell stories to children (choose Indian stories part of the time).

3. Prepare experience charts.

4. Make simple booklets for independent reading.

5. Continue to prepare needed speech patterns and practice with pupils, individually and in groups.

6. Help children learn to express some of their own thoughts and experiences, orally and written.

7. Give assistance in spelling when needed.

8. Become familiar with the approved writing chart on page 82 of the Basic Goals and use it on the chalkboard, paper and charts.

9. Encourage children to learn Indian legends at home and tell them at school.

10. Help children make puppets to use in storytelling, dramatizations, and role playing.

11. Establish safety measures and practices as taught by the teacher.

12. Take children on walks and collect things that interest them such as flowers, seeds, insects, leaves, and rocks.

13. Show children how to mount pictures, leaves or photographs in scrapbooks.

14. Help children make gifts for family members or friends for special days.

15. Cut out materials in magazines about special holidays, animals, birds, plants or other pertinent materials.

16. Carry on lunchroom practices and manners, expecting children to need less and less assistance as time goes by.

17. Watch children to see that they cover coughs and sneezes, and keep their noses clean.

18. Show children how to avoid waste and clutter when working with materials and how to clean-up after using them.

19. Encourage children to be original in art work rather than to copy or fill-in outlines.

20. Work with children individually or in small groups to develop number concepts and simple measurements, time, money (pennies, nickles, dimes). Play games to utilize these learnings.

21. Assist the teacher with simple science experiments and help keep temperature and weather charts. Try to get children to express ideas of seasonal changes such as snow or cold in winter, time to pick fruit or nuts grown in the community.

22. Make experience charts and help children read them.

23. Help children display their work.

24. Supervise committees engaged in painting murals, constructing exhibits, looking up information, and performing experiments.

The Aide in the Second Grade

1. Repeat applicable duties on kindergarten and first grade levels. Check on those that have been listed as applicable for all primary grades.

2. At this level the children can have more cooking experiences and the aide can be of great assistance in this activity.

3. An aide can give invaluable assistance in working with individual children in whatever area they need help. He can make such simple booklets for independent reading that a child should require little assistance.

4. An aide can keep track of books read by each child, record the name of the book in his folder after he has told the aide what he has read.

5. An aide can take time to reteach anything presented by the teacher but not understood by an individual child.

6. An aide can prepare simple and informal tests for the teacher's approval.

7. An aide can check on assignments given by the teacher for independent work and see that they are carried out.

8. An aide can assist the teacher in detecting illness in a child.

9. An aide can type and duplicate necessary teaching materials.

10. An aide should be able to sing near a child who has trouble keeping in tune.

11. An aide helps to keep the bulletin board current and attractive.

12. An aide needs to spend much time at this level helping children with creative writing. He may need to help with writing, spelling, punctuation and grammar.

The Aide in the Third Grade

1. Repeat applicable duties on previous levels. Check on those that have been listed for all primary grades. It is very important, at this level, to work on a one-to-one basis with children so they can keep up with their peers. In grade 4 the demands will be greater and retardation will become a problem with many Indian children. Vocabulary is too limited in the case of many children for them to be able to comprehend all the new books they are expected to read in grade 4. Every effort should be made by teacher and aides to help children increase their vocabulary. Aides can suggest they use synonyms of words instead of repeating the same words in their creative writing games.

2. The aide can help children compose a newspaper and improve sentence structure and continuity. A paragraph sense develops.

3. The aide can help children find books they can read and then listen to children tell interesting parts they have read or dictate to the aide what they want to put on paper.

4. The aide should keep on encouraging creative work in art and writing as well as in speaking.

5. Greater use can be made by the aide of audio-visual materials. Children can provide material for the overhead projector, opaque projector, and slide projector.

6. An aide can help with a teletrainer if one is available.

7. Much more experiences with food can be had on this level such as making butter in a jar, freezing ice cream in a hand freezer, baking cookies, making popsicles and other things with which the aide can assist.

Conclusion:

These are only a few suggested activities in which an aide might be of assistance. A list to fit all schools cannot be made.

It is important that the teacher incorporate his aide in all plans. It is essential that there be daily planning together. The sooner the aide becomes active and a part of the school, the better for all concerned. However, too much too soon should not be expected of the aide.

There is a danger that the aide will have more personal contact with the children and the teacher will lose the intimate knowledge he needs of each child and the relationship becomes too impersonal.

Encouraging aides to read professional materials, attend professional meetings and seek help will pay big dividends. An aide should not be expected to perform highly-skilled phases of teaching. The better the teacher and the aide work as a team, the more effective the results will be.

COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

Grades 4 through 8

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COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

Grades 4 Through 8

The grades with which this chapter is concerned can probably best be characterized by the word transition. They begin at the end of the early elementary years and extend to the beginning of the high school years. They fall during a time when the children are not learning anything particularly new; however, they are developing abilities of basic skills. The children are no longer perceived as very young, but they are too young to be young adults. Adults expect them to behave in a mature fashion, but will not treat them as mature people. They are in the stage when physical adulthood is flowering, but emotional stability is at a low ebb.

By the time children have completed grade three they have allegedly incorporated the basic skills of reading and computation. Grades four, five, and six seek to have children utilize these skills. They are led through exercises in critical reading, analytical reading, informative reading, and reading to solve problems. They know how to add and subtract, and are led through sophisticated addition and subtraction, multiplication and division. The children use these skills in practical ways. They find the area of a hypothetical playground. They decide how much farmer John should pay for his oats. The grades do not really delve into anything new; they merely stamp in that which has already been learned through long sessions of application.

Robert Havighurst sees this period of time as one of transition when the child's developmental tasks are classed from six years of age through twelve, and from twelve through eighteen. Grades four through eight take children from ages ten through fourteen.

The developmental tasks of Havighurst outline the psycho-social tasks of the children who must find their way through this period of transition. Grade four begins in the middle of the period which Havighurst calls the stage of middle childhood, the ages from six through twelve. The following tasks are identified as those through which Havighurst indicates children must progress:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

The next stage of Havighurst's format crucial to the period with which we are concerned is that of adolescence:

1. Acquiring new and more mature relations with age mates of both sexes.
2. Achieving a masculine or femine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially acceptable behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

The period with which we are concerned cuts right through these stages. We need to look carefully at the indications of Havighurst to see what is happening to the children at these grade levels. One factor emphasized in the developmental tasks format is that of social awareness. The child from six to twelve is learning to get along with age mates, identifying a sexual role which is consistent with sexual reality, and developing attitudes toward social groups and institutions. Far more often than not, the child who enters the fourth grade has identified an appropriate sex role which is consistent with sexual reality, and consistent with that expected of a ten year old. At this level, this is a factor the school must deal with only in the event that a parent is missing from the home or another inordinate factor is apparent which would create identification difficulties. If such is the case, then special attention must be given to the child concerned by a competent adult so that the task of this stage can be handled adequately.

Perhaps the more critical of these stage factors is that concerned with age mates. The egocentricity of the very young child has begun to wane with the child of ten or eleven; however, he is not yet the model of humility. The complete transition from the egocentric young child to the socially aware young adult will most likely create a significant amount of difficulty for the child in grades four through eight as this is precisely the time when a new move in the direction of personal independence is initiated and gains full maturity. This is the time when a child can either develop that term used by Piaget ("conservation") in regard to self-awareness and independence while in the midst of pressure for social and group acceptance, or he can develop doubts about himself, anti-social tendencies, inconsistent behavior in regard to homosexual and heterosexual relations, and general neurotic or maladaptive behavior.

The transition stage is more apparent to the child as well as being most apparent to the adults in the environment. From the ages of ten to fourteen the child changes from a child to a physical mature adult. Girls of fourteen, thirteen, and sometimes twelve are physically prepared to bear a child and boys of the later ages are physically able to fertilize. This fact, coupled with the unnatural factors which characterize our traditional, social, and moral scheme, makes the period of time with which we are concerned, extremely crucial.

We are concerned at these ages with the child developing a functioning set of standards of conduct. A lifetime of behavior hinges on the efficiency of the learning process in this area; thus, although it is not treated directly in the school curriculum, it must be treated and the educational burden falls upon the shoulders of the classroom teacher. This burden is usually carried through the use of one of the most efficient of all teaching techniques, that of example. The teacher must present to the children a realistic example of a functioning set of standards.

Children progressing through the ages from ten to fourteen find themselves involved in the process of dealing with two opposing trends, both of which are critical and both of which are receiving great amounts of attention in society today. Educators and parents are beginning to know and respect the fact that a person must feel good about himself in order to enter into meaningful learning experiences. The school and the home allegedly try to help children establish this realistic self-analysis and an ultimate healthy view of himself. However, two elements of society are working against the children. First, adults are hypersensitive to the "brash" kid, precisely the type of resulting behavior which is almost guaranteed as the child searches for himself. In addition, self-recognition, formerly cute, is now obnoxious.

Second, this is the stage when personal hurts are most frequent and the child is more sensitive to them. The child is getting gangly, he is badly coordinated, the girls are more mature than the boys, thus the boys take a new form of beating from the girls, they are being told about manners and good social behavior, but they are in a hurry. All of these factors push on a child as he goes through the stage from ten to fourteen, and the opposing nature of the factors create a monumental burden for them to bear.

The educational developmental trends of this period also indicate a vast period of transition. Grades seven and eight have been stepchildren for decades because it is really not known what to teach during those years. Students are too young for high school work and too old for elementary work. They know the skills of computation and verbalization, and they have had time to apply and experiment with them. We have been afraid to begin formal academic development. However, with the advent of some new thinking relative to learning, fostered by Jerome Bruner, the more sophisticated academic approach is now becoming the rule rather than the exception.

The junior high school curriculum is very much like that of elementary school with the addition of civics, guidance, and shop. Guidance can be an effort to make the self-development, previously treated, a smoother experience. The vocational subjects can be experiences fostering curricular variety, physical coordination, and identification with a role. Civics can be an experience in government and citizenship.

It seems that the child in grades four through eight, is exposed to curricular tasks of a different form than any other child. He is either polishing a skill or getting ready to learn a new one. There is very little that is really new. It has become an exercise in review and/or introduction.

In reading about the characteristics of children from ten to fourteen, it becomes apparent very quickly that there are several critical needs apart from the curriculum and the day to day business of the school. The children need the attention of astute observers who have a positive feel for the problems which children of these ages manifest. Although it is probably too much to assume that all teachers are equipped to fill the child's needs, it is safe to say that most teachers who teach children in grades four through eight are aware of the problems. This is particularly true of the teachers of seventh and eighth grades, as they have been specifically told about the special nature of the children at those levels.

However, the attention of the one adult, the teacher, is never enough. Indeed, no amount of realistic and conscientious attention is ever enough. Thus, before the teacher aide ever begins to work with the curriculum, she has a role in the lives of the children as they weave their way through this difficult period.

The aide has a role in regard to relating to children. This means that the aide must be sensitive to the needs of the children and must know how to minister to those needs. She must be ready and able to go to a child at any time and work with, not for, a child as he encounters new problems.

The teacher aide is an additional adult model in the classroom with whom the children can identify themselves. Because of this, the aide must be perceived and treated like a fellow professional. For a ten year old it matters not whether the aide is a peer or subservient to the teacher. It matters only that the aide is available and that the child can relate easily to the aide. This is a valuable addition to any classroom and to destroy such an addition by constant reminders of the nature of the position is a mistake the teacher can ill afford to make.

The aide is one with whom the girls can relate when they are bored with the infantile behavior of their male peers. This can be the case whether the aide is male or female.

The aide is the person to whom the Indian child can come for reassurance about himself as he tries to resolve the problem which is created when he is told that he is good and should be proud of his heritage, but then reads about an Indian hero who is called a "bloody savage".

The aide is a person who can plan with the teacher in terms of what she has observed during the day while the teacher was teaching. The aide is a person who can design a bulletin board to accompany a lesson which is being taught.

The role of the aide is one of dealing with children at this level when children are faced with nearly insurmountable problems. These problems of such magnitude begin to become reasonable when an adult who understands and cares is present.

The Essence of Curriculum

In dealing with the concept of reality, the philosophers have brought into common use the word "essence", meaning that which is unchanging, constant, permanent. Discussions of curriculum during the past few decades have rightfully been concerned with change and flexibility in curricular matters, and as a result, we have begun to see the curriculum in a state of flux.

For the sake of training teacher aides, however, it is necessary to characterize curriculum so that the person can see it within a context. We cannot simply tell a teacher trainee, either in the college or in the field, that curriculum is change or that curricular quality depends upon the flexibility of the teacher. The trainee needs to identify the newly learned concepts about children and learning to something concrete, the curriculum.

What then, is constant about curriculum? The unwavering characteristic of curriculum upon which one can depend for stability is its function of "touching" children. Looking at curriculum in any way that one chooses must invariably begin and end with the fact that if it does not "reach" children; if it does not touch them in some way, it is not going to be a facilitating agent in the educative process.

Following along with the essence of curriculum in this light will force the question, How does the curriculum touch a child? The curriculum is a series of experiences to which children can relate. One of three things will occur during this experience. (1), students may find that the experiences are such that they cannot bring themselves to relate to the experiences on anything more meaningful than a superficial level. (2), students may find that although the experiences are short of that to which they can directly relate, they are motivated by the need for scholastic achievement and thus do relate; however, they relate simply for the purpose of achievement, not intrinsic development. (3), students may find the experiences meaningful and significant and as a result, become consciously and unconsciously involved with them, thus being touched by them.

Note that in the three alternatives only the latter touched the child. Only the latter brought the child into a relationship with the curriculum, thus into a relationship with the learning process. The two former experiences were simply a series through which the students were conducted, and only strong future orientation of a purely materialistic nature brought the student into a relationship with the experiences, and then only to the extent necessary to achieve grades, a poor form of motivation at the very best. The first of the instances illustrates what has happened to hundreds of thousands of upper grade students who can be seen each day in schools all across the country, sitting and waiting for some future day when they will not have to be subjected to the endurance tests of school. The second group of students is thinking quite the same thing; however, they have some educational goals which make it necessary to work in the meantime. This does not change the basic attitude of looking forward to the day when they can leave school.

The aide will be successful to the extent that she manifests behavior which indicates awareness of curricular significance. How does the aide behave in order to indicate such awareness? It is reasonably obvious that the significance of curricular experiences is dependent upon the way in which the instructor (instructional staff) relates the meaning and significance of the experiences to the child. No experience will be exclusively meaningful and significant to all the children in any one class. It appears, then, that it is the instructional staff who makes the experiences more or less significant to all of the children.

Perhaps the teacher aide has no greater role to play in the school than to be a working partner for the teacher, a functioning agent for making experiences meaningful and significant for children. It is the aide who can immediately double the attention paid to any one child, a factor foremost in making the curriculum touch the child. It is the aide who is there to interpret the new kinds of learnings which stress different values so that the child can come to grips with this new experience.

The role of the aide in this regard is one of helping the teacher to direct experiences toward the children whom she knows so well because she is native to their environment. It is the aide who can move about in the classroom and gravitate to those children who cannot see the values of the experiences being presented. It is the teacher aide who is free to create supplementary materials which coincide with the presentations of the teacher so that the experiences become more and more significant. It is the aide who can take over for the teacher while she relates on a professional level with individual children or small groups.

The teacher aide can be the second contributing adult personality in the classroom who provides the stimulation which children need to become integrally involved in learning. It is the teacher aide who is in a position to help the teacher make the curricular experiences meaningful and significant.

The Nature of the Curriculum in Grades Four through Eight

This section deals with the tasks and trends of curriculum development in grades four through eight. Out of necessity the skills are separated according to grade level. Each portion of the section is designed so that the trends are established. From such trends the skills can be viewed in perspective. It is important to note that in breaking each pattern of skills down into grade levels, it is not intended to say that each skill is to be taught at any one level and not before or after. Each skill is taught throughout the curriculum, depending on the need. The designations are merely guideposts telling when the major emphasis is placed on a skill within a period of from one to two years.

Language Arts

Having completed the first three grades in the typical school setting, the children in grade four are embarking upon a new adventure in learning. The key word is "sophistication" in all of the language skills, and the skill of listening is no exception. During the first three grades, on a sliding scale in a negative direction, the children relied heavily upon the ear in gathering the information necessary to learn. Indeed, use of the eye and the ears constituted the method of learning. The children listened to what went on around them and behaved on the basis of what they heard. They watched what went on around them and responded in terms of what they saw.

Now, however, the picture begins to change for them. No longer can they rely solely on what they can casually see and hear in order to get along. They must begin to relate to the following learning tasks relative to listening.

During the course of grades four to eight, the listening skills must become more sophisticated. The children must begin to be discriminative in their listening. They learn to listen for a specific purpose whether it is extrinsic or intrinsic. They learn to be sensitive to the very subtle characteristics of what goes on around them, rather than that which is more gross.

The following listening tasks are characteristic of what the children are expected to learn during the years under scrutiny:

1. Grade four guides children in the direction of listening for a specific purpose. They are encouraged to respond to what they hear in an analytical way rather than merely repeat what they have heard. They are exposed to the need to visualize things which come through the ear. The listening skills take on a new meaning characterized by imagery, thought, and purpose.

2. Grade five begins to ask the child to analyze that to which he listens. In analysis they must listen for specific words and ask themselves which is the better word, the better combinations of words, the better way of emphasis. At the fifth grade they are making judgments relative to quality.

3. Grade six is a year of organization. Listening is for the purpose of re-reporting what is heard. Children must learn to evaluate preconceived ideas in light of what has been heard. They also begin to deal with meaning resulting from changes in inflection and intonation.

4. At the seventh grade comes the new task of flexibility relative to listening. This is the time when the curriculum guides tell teachers to teach such a skill; however, it is obvious from observing children that they have mastered the skill of a flexible listening rate at a much earlier age.

5. The skill of listening and being sensitive to biased presentations begins to become necessary at about the eighth grade. This is the time when children are listening carefully to a presentation and, employing all of the listening skills which have been previously established, make judgments concerning the relative value of the presentation.

In speaking, the key word again is "sophistication". Children in earlier grades are rewarded for response regardless of what the response is. The program is directed toward the use of familiarization of oral language. Now, the children must begin to polish that language which they allegedly have become comfortable in using.

The trend is toward more productive conversation. Children are encouraged to talk, but their speech is directed toward specificity. They are in front of the group more often in these grades and they are involved with speech more for the purpose of manipulation for a predesigned function. This is also the time when students are changing speech habits to conform with patterns characteristic of the environment in which they are to operate.

The following speaking tasks are characteristic of those which the children are expected to learn during the years under scrutiny:

1. Children in grade four are expected to participate in conversation rather than merely make separate contributions which may or may not be specifically related. They become more sensitive to the manners which are so necessary to successful participation in the conversation. They learn the common affixes and how they are to be used in order to make conversation more specific and interesting. Grade four is also a year of participation in committee or small group work wherein students must relate to language in a way which is for the common good.

2. Grade five is a year of group presentation. Children design short talks to be presented to the group. These talks attempt to identify and solidify skills in voice variety, presentation of material to establish visual imagery, and clear presentation of material. The children are encouraged to begin thinking about the redundant use of common connectors like "and".

3. Perhaps the most common characteristic of sixth graders is that they are now enjoying the use of slang and "in" language. This is the principal reason why the curriculum guides stress the eradication of such behavior at this time. The children are encouraged to develop more acceptable ways of speaking, rather than using "in" combinations of words. I am inclined to believe that this is one characteristic of the curriculum guides which could be liberalized, or even disregarded. In light of the developmental characteristics of twelve year olds, calling attention to the style of the speech utilized will merely drive the children further and further into such characteristics. However, other skills are also emphasized at this stage of the educational career. Children learn to select topics for short talks which will be interesting and applicable to a specific audience.

4. Grade seven prepares students to think ahead while talking in order to organize combinations of words so that they fit together into patterns which best illustrate the point under consideration. Habits of expression are also emphasized at this time.

5. The eighth grade begins serious attention to debate and the many skills involved. Students learn the structure of discussion and the various methods which are acceptable in moving the discussion in varying directions. This is training in the modification of conversation, a skill which is extremely important in the use of speech.

Any discussion of reading in the global terms implied in this format could extend through a very large book. However, in looking at the essence of the function, reading, it becomes apparent that the very material which could be covered in a large book can also be covered in a very short statement.

The children in grade four have allegedly mastered the skills inherent in the reading process. They have developed a large sight vocabulary which allows them to read and which provides a large field from which to draw sound-letter relationship conclusions. The trend is now in the direction of utilization of reading skills in the solution of problems as well as for the purpose of pleasure. In the event that the children have not gained access to the skills or functions presented here, a later section on re-learning will be of help.

Probably the first task which must be learned at the initiation of this grade level is that the skill of reading can be utilized in the solution of problems. The child learns to read for information and once finding the information, he learns to read it in such a way that he can use it.

These are years during which the child must learn or develop positive attitudes toward reading. The question here is not, can the child read; rather it is, does the child read?

Skills of comprehension are stressed during these years. The sophistication of the comprehension becomes more and more significant as the years go by. This is a time of skills in research, use of references materials, and self-identification of reading direction.

A great amount of time must be spent on free reading. This should be true free reading, e.g. reading whatever is available and whatever appeals to the child. The elements of reading, characteristic of the lower grades, should be aimed toward the child so that he seemingly designs his own direction.

Actually, the development of reading skill in these middle grades can best be stated with the word "function". These are years when the children develop the skills of reading in such a way that reading becomes a functioning tool for self-education as well as a tool for successful participation in future educational enterprises.

Writing is probably the most difficult of the language skills to nail down to a clear format. Nearly everything involved in the process of developing skill with the written word is relative and dependent upon the skills of listening, speaking, and reading.

However, the writing program in the grades under consideration is concerned mostly with more mature uses of language and less dependent upon the mundane writing skills. Children are led through experiences in writing which are progressively more and more sophisticated. The trend moves in the direction of variety writing and the writing of thoughts, feelings, and experiences. There is a marked trend in the direction of writing for specific purposes, reporting, note taking, reviews, and letter writing.

1. Grade four is concerned with the finalization of some of the skills that have come in earlier grades. There is a marked sensitivity to spelling accuracy, legibility in handwriting, and the recognition and correction of one's own errors. Spelling, although still functioning from a prescribed format, is beginning to get functional and skills with the dictionary for the purpose of spelling are fostered. In terms of writing language, the simple sentence is at the fore. Children are led through exercises which tend to develop the ability to write clear, concise, simple sentences. The children are also being exposed to the taking of dictation, e.g. note taking.

2. Several new dimensions of the writing program appear at about the fifth grade. Business letters are written, hopefully for a purpose. Paragraphs are written from topic sentences and ideas are condensed into key words and phrases. Sentences are becoming more and more sophisticated, and the

children are now expected to write the kind of language which they used in speech when they were four years of age. Spelling is proceeding from a position of rationale, e.g. phonetic and structural analysis.

3. At the sixth grade level the children are becoming somewhat self-evaluating as they must develop skills of proof-reading. They are writing longer and more involved paragraphs and by the end of the year they are writing short, factual articles. At this point, the skills of note-taking are also in the fore. Children are told that they will need special skills for junior high school and they develop these skills very quickly.

4. The seventh and eighth grades feature more creative writing, although that is precisely what should have been going on since the first grade. Skills of designing and preparing bibliographical information are presented in conjunction with skills of research. The students are expected to edit their own work and, in some cases, the work of others.

English Language Development

The trend in the development of language skill with American English at the fourth through eighth grade levels is primarily concerned with progressively more mature manipulation of the language. The child who comes to school speaking a language other than American English has spent the first three grades suffering through one or another of the marketed language programs, and by the time he has made it to the fourth or fifth grade he has mastered most of the patterns of the language. Thus, the trend is in the direction of using these pattern oriented skills in such profusion that the skills become automatic, thus more like that of the native speaker.

Assuming that the children have been exposed to many carefully designed parts of a program in English as a second language during the first three years of school, they will appear in the fourth grade with many patterns and many words, some of which are functional and some of which are not. It will be the task of the grades under discussion to present the children with many opportunities to use what they have learned.

Language is learned best out of necessity. The teachers need to ask themselves what kinds of activities can be initiated at each of the grade levels which will make it necessary to use language. The children might be grouped into functioning committees for the purpose of solving a series of significant problems. These groups should include children of similar characteristics so that no child is frozen out of the discussion because of a language barrier, or personality inclinations.

The program is basically the teacher's decision at this point. She is looking toward functional language occuring from need. The second portion of the language experience deals with listening. People tend to develop the language habits which are characteristic of the environment. Thus, if the goal is functional language, spoken somewhat like the native speaker, then the environment must be flooded with the language of the native speaker. The teacher must manipulate the language program in a manner that will identify it as the language of the native speaker; yet providing, at all times, opportunities for the children to experiment with the language.

Re-learning (Remediation)

Children are likely to display problems with learning difficulties at the beginning of the grades under consideration. During the first three grades they are developing specific skills at irregular rates and to identify lagging children is extremely difficult. However, when they begin the fourth grade their skill deficiencies become more evident and the time for re-learning has arrived.

This is a relatively clear pattern in terms of trends. Two forces are at work in the development of the re-learning program. First, the child begins to fall behind in the development of skills regardless of the area of the language program under question. As the child falls behind he develops a tendency to avoid that area of skill development as it becomes more and more frustrating. The further behind the child falls, the stronger become the avoidance tendencies. The stronger the avoidance tendencies, the further behind the child falls. As the child falls further and further behind, he begins to develop negative feelings about his own competency and worth which, in turn, tend to make application to learning less and less productive. This force, at work from the latter part of the third grade to the end of junior high school, will produce a child who has not learned, seemingly cannot learn, and will not learn.

This is a condition which we, as teachers and administrators, want to avoid. As a result we want to begin the re-learning program at the earliest possible stage of the problem. Probably the most productive time to begin is at the third or fourth grade level.

The techniques for re-learning operate on a sliding scale which works in direct opposition to the sliding scale of failure. As the trend moves away from learning, in the direction of self doubt, and toward avoidance, the trend of the program must move away from the skills to be learned and toward dealing directly with the child. The child in the fourth grade who has experienced some failure in skill development will still be amenable to learning if it is started at the child's level of ability. However, the child who is resigned to failure at the seventh grade is not interested in the skills which he must learn. He has developed problems of a deeper nature which need attention before the teacher can begin to rebuild skills.

Thus, while the trend, for the child, during grades four through eight is away from skill development and toward avoidance tendencies, the trend, for the teacher, in the re-learning program must be away from skills and toward the child.

Curricular Trends in the Language Arts

The language arts program in grades four through eight is becoming more functional with each passing year. The literature constantly deals with such topics as the "thought question", readability, children's literature, cues to spelling development, use of the library, the communication laboratory, creative activities, and individualized reading. The attention is moving closer to the child and farther from the subject matter.

One example of this trend toward function and toward the child is an article in the February, 1966 issue of Elementary English. Mary Lou Usery, in an article called "Critical Thinking Through Children's Literature" mentions the importance of the process goal in critical thinking as well as the content goal. The emphasis here is on the process of thought; critical thought, as well as the specific skills of critical thinking. The skills and behaviors involved in the process of critical thinking and emphasized in the article are also functional. She discusses perception (a very personal phenomenon), analysis (another personal process), prediction, a process based upon the first two personal processes, and judgments, a process based upon the previously mentioned predictions.

Another child oriented trend deals with very significant portions of contemporary realism with such children. The January, 1966 issue of Elementary English has an article entitled "Children's Literature for Integrated Classes" by Ruth Anne Korey. This is a discussion of "what is", and the article is directly aimed at the problems which are faced by teachers and children in the schools of this country.

The current emphasis upon linguistics is another example of the trend toward that which is significant and functional. Language programs are getting away from the pedestrian skill of diagraming and getting into the ways in which native speakers of the language manipulate their language, and why.

Reading is not behind in this trend. Indeed, it may just be the forerunner of the movement. The emphasis on language experience, individualized reading, free reading, the reading of contemporary literature, and the work with linguistics in reading are all indications of the trend. Educators are beginning to see that it matters not whether a child can read. It matters only that a child is a reader, and attainment of the stage of reading rather than knowledge how to read is a function of attitude development as well as skill development at this grade level.

This discussion is not meant to imply that these trends are taking the country by storm. It is meant only to indicate that they are coming, and those who are not oriented will find that they can no longer remain in the programs because they cannot handle the material.

The Role of the Teacher Aide in the Language Arts

How does the teacher aide fit into this large, encompassing program which is beginning to evolve into a very sophisticated program of individual analysis? The major point to be made here is that the teacher aide, in spite of relative educational deprivation, may fit into the picture better and more easily than some teachers and administrators working in the field right now! It may be that the aides can best handle the changes and innovations. This is a possibility with which administrators and teachers will have to deal. In spite of educational deprivation and the lack of professional training, the teacher aide will not have the mill-stone of tradition around her neck. She will not be systematized. She will not be over-sensitive to the reactions of the establishment. It will be the teacher aide who will be free enough to try anything - and it is just that-trying anything - which will prove to be the most successful educational technique of the future. So, what is the role of the aide? Perhaps her role will be one of innovational leadership!

The description of the aide is grandiose, to be sure. There is no doubt that it is possible and it may even be probable. However, in lieu of such a happenstance several other roles are made to order for the teacher aide in these times.

In the case of listening, the emphasis is upon listening for the purpose of reorganization and repeating what has been heard. Once reorganized, the children must be heard and two sets of ears are at least twice as good as one. Children in the speaking program are encouraged to speak. The complaint of the teachers is that they do not have the time to run a really good speaking program because they do not have the time to organize and listen to everyone. The aide can supply that second set of ears while the teacher is released to organize the overall program more efficiently.

The reading program, moving in the direction of individualization, is made to order for the utilization of the teacher aide. The aide is the person in the room who can work with one, two, four, or ten children while the teacher is working with the rest. The aide can sit with one child and record his speech which is to be written later and used as reading material. The aide can type the composite story from the class and mimeograph enough copies for everyone.

The aide is the person who can work with a child correcting some spelling errors in a composition. The aide can administer the spelling tests, and correct them. The aide can tell stories which motivate creative writing.

There is really no need to list all of the ways in which an aide can be utilized in the language arts program. All that is needed to make such identifications on location is the attitude that the aide can do anything which she is trained to do.

Social Studies

The social studies program fluctuates according to scope and sequence of the state and the district to which we are exposed. With the advent of progressive education, the traditional subject area approach became redirected, thereby enabling children to be exposed to social learnings which were significant and meaningful to them. Some states have chosen to accept and incorporate the tenets of the social studies program, and others have chosen to remain with the traditional curricular aspects of history and geography.

Manning, in his book, The Qualitative Elementary School, does a particularly fine job of characterizing the social studies program when he states,".... social studies is every day at the school, every child in the classroom, and every personal relationship that occurs in the program. It is helping every child to hold his head high and to know that he is a worthy person. It is extending wider the ripples of understanding that indicate a growing awareness of one's world." He states further, "It is a massive story about man, about his problems, his aspirations, his way of life, and how he fits into the mainstream of the world's culture."

Manning's statement covers a great amount of curricular territory, which is precisely what it is meant to do. In applying oneself to the social studies, the teacher is considering all that there is to know about man and the way that he has, he is, and he is likely to be a part of his physical and social environment.

This task of curricular attention is handled in several ways depending upon the point of view of the teacher and the school wherein the teacher practices the professional role. Some consider the task to be one of attention to current events, and a comparison with the events of the past. Some consider the task to be one of political analysis. Some see it as drawing conclusions about man's behavior and how he is motivated by his neighbors and the geographic realities of the environment.

The social studies is all of these approaches or points of view. As Manning has stated, it is an enterprise in understanding people and the world in light of what is past, current and future.

The progression of attention, scope, and sequence, tends to fluctuate as one moves from state to state. One example of the progression of social studies attention is described in this section; however, it is by no means the only way in which social studies programming is accomplished throughout the country. This example is used because it is somewhat representative and it indicates the ways in which all of the skills and attitudes mentioned in Manning's statement are incorporated in the program.

Grade four provides careful attention to the state in which the children reside. The state is placed into geographic perspective, e.g. compared to the states which adjoin it, the block to which it belongs (Western, Plains, etc.), the nation as a whole, and the world. The question is one of, what kind of contribution is made by the state to each level of geographic attention, and vice versa.

The children are exposed to a look at the historical developments of the state, the early people, the development of the culture which is apparent in the present stream of the state, and the various contributions which the tradition of the state has made to the lives of the children.

To become knowledgeable about the state, the children are given the opportunity to know about the state seal, the flag, the motto, and various other traditional characteristics. Government is covered through an analysis of local and state government and a comparison of the ways in which each works. This relates citizenship or civics, wherein children are asked to consider the obligations which they feel are critical to the operation of the governments already studied.

Thus, after a year of this kind of analysis the children have developed a relatively sound picture of the state in which they live, and as a result of the format of the study, they are prepared to discover the same type of information about any new state to which they might move in the future.

Grade five, six, seven, and eight work similarly according to the following schedule:

Grade Five: The nation in which the children live is given attention at this level.

1. Physical and cultural geography
2. History of the people, the democratic way, the traditional documents, and locations of historical significance

3. Current events bring attention to the nation as a world leader, and the role of such a power

4. Government study exposes children to the national organization, the Constitution, and various other documents of significance.

Grade Six: This is a year of attention to Central and South America. Grade five may focus on Canada toward the end of the year, or Grade six may cover this in addition to Central and South America.

1. Physical and cultural geography leads children through an awareness of the character of the various parts of the continent and the ways in which these characteristics play a role in the life of the people.

2. Historical study looks at revolutionary activity, the role of the United States as developing nations and the contributions of other nations to the United States and vice versa. Native people get attention in this area of study in light of their contribution to the cultures of today. (It is interesting to note that the attention given to the Inca, Toltec, Aztec, and Mayan cultures is by far more critical, efficient, and favorable than that given to the American Indian in the United States in Grade five.)

3. Attention to currect events is based upon the development of the Western Hemisphere and the international relations which are critical to that development.

4. Government tends to move in the direction of propaganda now that the study is away from this nation. There is a marked move in the direction of attention to the threat of "other ideologies" and the role of the United States in hemispheric security.

Grade Seven: Europe and the Middle East

1. The geographic attention provided at this level is based upon the role of land forms, natural resources, climate, language, political tendencies, and economic values in the development of national boundaries and habits. The contributions made by European background to the development and maintenance of the United States are also considered at this level.

2. Historical study remains on the contribution made to the United States. The development of European and Middle Eastern countries is also studied.

3. Grade seven is a good year for governmental study because the children get a look at the governments of other countries under consideration in history classes.

Grade Eight: Continued attention to the United States and its heritage makes this a year of more historical study than anything else. Children are given the opportunity to look very carefully at the history of the country and all of the influences upon its

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development. Attention is given to race, religion, nationality and socio-economic factors and problems. Current events are a critical factor in this study as nearly everything studied seems to relate to contemporary America. There is increased attention to United States Government, its formation, and its conduct.

It may be well for those teaching Indian children to consider the following proposal. While the curricular attention in the regular state program is covering material of a specific nature, the curricular attention in the Indian school may be moving in the same direction, only on a more local level. For example, while the state program is working on the geography of the state, the local program in the Indian school might be working on the geography of the reservation. While the state program is working on the historical elements of the state, the program in the Indian school could be working on the historical elements of the tribe(s) represented on the reservation.

This can extend to a logical conclusion, each program paralleling the other as follows:

State Curricular Structure	Indian School Curricular Structure
1. State history, geography, and government	1. Tribal history, geography, and government
2. National history, geography, and government	2. Indian history, geography, and government
3. World history, geography, and government	3. Native history, geography, and government (native means the native peoples around the world who have been relocated by immigrant forces)

This is not to say that the state curricular structure is disregarded completely. Rather, it is an attempt to make the enterprise of social studies significant to the children, help the social studies enterprise to "touch" the children. In addition to the structure proposed, the state program areas of study are given attention so that the Indian child is aware of the features of the nation in which he lives, but he will grasp and understand that which is significant about the nation only when he is fully aware of that which is significant about himself. For example, the Indian child will understand a great deal about the concept of representative government when he realizes that it is the Indian political scene which is most efficient in that form of government.

These are ideas for Indian teachers and teachers of Indian children to ponder as they work their way through the social studies curriculum. The role of the aide is obvious here. It is the aide who will be best able to develop such Indian-oriented curricular structure and follow the development with classroom conduct which fits the the Indian child.

Mathematics

The basic skills of mathematical manipulation have been developed by the time the child has reached the fourth grade. Seldom is the fourth grade teacher faced with a child who cannot add or substract at least on a rudimentary level. Thus, the role of the mathematics curriculum in the upper elementary grades is one of utilization of skills and sophisticating the skills.

Hopefully, the children in the fourth grade understand the manipulation of numbers in terms of addition and substraction. If they do not, the curriculum must be geared to teaching such manipulations. This necessitates the introduction of a device called the number line or any other mechanism which will fulfill the same purpose.

Before children will be able to become involved in the manipulation of numbers on the levels expected in the upper grades they will have to know about and understand numbers. The fourth grade, therefore, is faced with making sure that children are aware of the concepts involved in the following statements and questions:

1. Addition is a system of rapid counting in a positive direction.
2. Substraction is a system of rapid counting in a negative direction.
3. Multiplication is a system of rapid addition.
4. Division is a system of rapid substraction.
5. What is the nature of the laws of commutation, distribution, and association?
6. What is the relationship between multiplication and division?
7. What is the meaning of positive and negative when applied to numbers?
8. What does base mean in a number system?
9. What are place holders? What is their role? When are they used?
10. What is borrowing? Carrying?

Any teacher of mathematics will be able to come up with many more questions which are equally as important and, perhaps, more important than those listed. The point is that the mathematics to which the children will be exposed as they progress academically should be designed to teach the children rationale of numbers and number manipulation to enable them to handle the work.

As the children progress through the grades under consideration, the utilization of the concepts about numbers formed in the lower grades will become more and more sophisticated. Children in the sixth grade are working with unknowns and negatives. They are manipulating numbers with various powers and taking them apart to identify fractional parts.

This process of learning is far more sophisticated than that to which the children in the traditional arithmetic program had been exposed. Children in today's school must be brought to understand numbers and number manipulation rather than merely perform the various operations. The mathematics curriculum is one of discovery for children. They are exposed to situations which guide them into sessions of number manipulation.

Science

As is the case with mathematics, the science curriculum has taken a very large change of direction in the past two decades. The scientific age which today's children have inherited makes it necessary for them to be working with things and ideas which were reserved for the high school and college during the first third of the century. Rapid discovery in all phases of scientific endeavor makes the memorization of facts a very questionable enterprise today. It is said with considerable validity that whatever is learned from a science textbook today will be out of date in five to ten years, or sooner.

Children, from the beginning of their school career, are being exposed to the scientific endeavor, i.e., the method of science rather than a body of information. The first grade child is not told about an animal in its natural setting; rather the child is asked to observe that animal and make some of his own judgments about its behavior.

The method of science is the important factor in the grades under consideration. Generally, the objectives in the science program fall into the following categories:

1. The identification of functional information

2. The development of concepts and understandings

3. The development of skills, attitudes, and appreciations

Together, these objectives make the science program into one in which children identify, understand, and generalize about those concepts which are functional and meaningful to them through the utilization of the skills and attitudes of science.

Seldom are the activities which we once called "experiments" performed in the ways which we remember. Because of the emphasis upon the scientific endeavor, children are presented with a problem, statement, or question which needs a solution. The role of the teacher has become one of guiding the children in their progression toward solutions and answers. The children behave like scientists. They ask the questions necessary to define the problem. They define the terms which may be nebulous. They observe the phenomena concerned. They make notes about the observations. They attempt to generalize the characteristics they have observed. They design situations which will test their generalizations. Having tested their generalizations, the students either accept or reject what was apparent when the opinions were formed.

In this setting the children are performing real experiments. They have designed experimental situations to test hypothetical generalizations. They have observed the results of experiments and they have drawn conclusions from the results. The children in such a setting are "doing science". They are not gathering a pre-identified set of facts which will be out of date in a very short time; rather, they are discovering the methods involved in gathering new information, a skill which is never out of date. This becomes a science program which "touches" the children.

Curricular Trends in Science and Mathematics

"In September 1959 there gathered at Woods Hole on Cape Cod some thirty-five scientists, scholars, and educators to discuss how education in science might be improved in our primary and secondary schools." So began what has become one of the most significant pieces of literature on educational pedagogy to be published in the last hundred years. The result of the conference was a book by Jerome Bruner entitled The Process of Education. Probably the most oft quoted passage of the book is a working hypothesis in Chapter Three. It reads as follows: "...any subject can be taught effectively in some intellectually honest form to any child at any stage of development." That initial paragraph goes on to say that although the working hypothesis is bold, there is no evidence to contradict it and there is considerable evidence to support it.

With scattered exceptions, educators have adopted the notion of this hypothesis. Perhaps such wide acceptance can be attributed to the fact that the hypothesis came from thirty-five of the foremost scientists and educators in the United States. Perhaps its wide acceptance can be attributed to the possibility that it is true. Surely one of the reasons why it was so widely accepted is the fact that the country was then still reeling from the realization that this invincible nation had been beaten in the race in space. Regardless of the reason(s) for such wide acceptance, the fact is that one book of ninety-two pages had a monumental effect upon the school system, with the greatest effect being felt by the science and mathematics curricula.

The possibility that the hypothesis was sound intrigued educators across the country. Little children began learning about geometry. Science demonstrations took on a new light as children became more and more involved in the method of science. The trend was set and it still exists. The present trend concerning science and mathematics is in the direction of discovering what kinds of methods will make the hypothesis more workable. Children are "doing science". Even the language program has been influenced to a great degree as children become involved with the task of designing dictionaries, grammatical taxonomies, and systems of syntax. This trend will probably continue, unrestricted, for many years because little, if any, evidence is being amassed to contradict it.

The theory demonstrates that if the natural curiosity of children is utilized, they become natural scientists. Children are naturally curious and skeptical. The attitudes are of extreme import to the scientific enterprise. The trend is toward using this natural set of attitudes, and teachers must continue to deal with this trend, rather than stifle a child's curiosity to learn by doing.

Attention has been given to the objectives of the science and mathematics courses of study throughout this section. The following list of objectives seems to be representative of the hypothesis:

1. To capitalize on the natural curiosity and skepticism of children

2. To make each area of study an enterprise in the solution of problems or the satisfaction of felt needs

3. To help children to know the nature and the elements of the area of study

4. To help children come to know the method(s) of science and to provide opportunities to the children to demonstrate such knowledge

The Role of the Teacher Aide in Science and Mathematics

It is apparent that the science-mathematics curriculum is becoming very sophisticated. The sophistication is in the direction of individual development which can be conducted with relative ease by one teacher on the high school level with people who can work independently. However, the incorporation of the principles inherent in the trends on the elementary level is very difficult for the teacher in the self-contained classroom because the children are not always of sufficient sophistication or maturity to work with the necessary independence.

Thus, the teacher tends to organize the science and mathematics programs. She tends to systematize them into regular, daily sessions of "X number of minutes", a tendency which is diametrically opposed to the trends previously outlined.

Introduce one teacher aide and orient her to the open-ended nature of the science and mathematics programs. The teacher is the professional person who is qualified to direct the operation of the classroom within the sphere of the open-ended program in science and mathematics. Together, they are available to see that the necessary individual attention becomes a reality. The aide plays the role of floater as she moves about the classroom helping children into and through the discovery process. She is the person who is available to redirect the child who has hit a snag. She can set up the materials before the sessions begin and store them at day's end.

It is the claim of Indian people that the science program does not appeal to Indian children because the values of science conflict with the values of the Indian child. First, the trend conflicts with nothing, as few children in America are exposed to the kind of training in science that Indian children get before they come to school. Indian children are great observers of phenomena and they behave on the basis of their observations. Thus a science program which operates on the basis of observation will not conflict with Indian tradition or value structure.

Second, one of the biggest reasons why Indian children do not relate well to the science and mathematics programs is that the curricular offerings seldom coincide with the experiences of Indian life. It would make quite a difference if a unit on nature study on the Navajo reservation dealt with ways to get grass to grow, or ways to make sheep produce more wool. It would make quite a difference if the mathematics program dealt with positive and negative numbers as related to credit and debt. It would make quite a difference if units were initiated which worked with interest charges, animal husbandry, the biology of plant life, geology as related to the sacred mountains, microbiology as related to the purity of water, and astronomy as related to the weather and the effects of the elements. It is the teacher aide who can help the teacher to know what is significant for Indian children and how things can be presented so that they do not conflict seriously with the values held dear by them.

The Aesthetics

As we weave our way through the curricular structure of the upper elementary grades, we come to the curricular stepchildren, art, music, and drama. These very significant areas of the curriculum usually are relegated to the times of each day when nothing else is pressing or they are saved for special times of the year when productions are put on for parents, teachers and other children. This is indeed unfortunate as the aesthetics can play one of the most meaningful roles in the fostering of the creative character of children. In addition, the aesthetics are more directly related to the Indian child than to any other individual portion of the curricular structure.

Through the aesthetics the classroom can become a laboratory for the development of the artistic value of Indian arts and crafts. Further, the classroom should be an educational element in which some of the significant aspects of native crafts can be learned and used. The music of the tribe represented can be brought into the classroom and used in conjunction with or in lieu of the traditional music of the school.

Creative expression is the natural domain of the child until the day when the school finally manages to drive it out of him. The school tends to reward children when they do things which are predictable and it tends to frown on behavior which is not predictable. Some children are able to work arithmetic problems in their heads or write a theme on the first try. However, since theme writing is also a test in proof-reading and arithmetic is evaluated on the basis of the mechanics of number manipulation, the children who have the special abilities or creative abilities to by-pass the middle receive a negative reaction. The child who develops the different way of working the problem or different set of working criteria for completing the task imposed by the teacher is merely expressing that which is inherent in the aesthetics, e.g., creative behavior. The child who looks back at a history of negative reactions to his creative behavior is also the one who will not express himself on paper, with paint, or in song.

The program in the aesthetics is one of expression. All children can sing, draw, write, act, or mold clay. Each of these things are expressions of self, activities which cannot be judged subjectively by a teacher who has just asked a child to express himself.

The curricular program concerned with the aesthetics offers a vast opportunity to get the children involved in indirect learning. A story is read to the class and the characters are carefully identified in follow-up discussions.

Children choose the roles which they desire to play and they act out the story in whatever way they think the story should go. In doing so they are involved in creative expression, language development, and social awareness. Having performed in the story several times so that they are satisfied with the way it is conducted, the cast sits down and writes a new story around those elements which they think are important. This involves them in discussion, writing, reading, spelling, and finally, group presentation.

The opportunities for work in the aesthetics are far too numerous to list. The primary criterion for a successful program in this curricular area is the teacher who is willing to be as creative as she is asking the children to be.

Several reservations come to mind as the teacher considers the consequences of such freedom. There are problems of group control, individual motivation, continuity, possible relationships with other areas of the curriculum, and follow-up activities. These problems usually lead a teacher's decision that a program of this nature is too cumbersome and that it will be easier to control and conduct the curricular if it is operated in a more structured and traditional fashion.

With the introduction of the teacher aide, the teacher is freed to think about the most effective way to conduct such a program. The teacher can play a more significant role in the creation of the program and its incorporation of the program into the rest of the curriculum. The aide is available to the limited organization which is necessary and conducive to creative expression.

The aide is available to provide some of the individual attention and guidance which is so necessary in the aesthetics program. Properly trained and motivated, the aide can work with one group as it weaves its way to the conclusion of a project. The aide can advise the teacher in choosing the projects which will be most significant to the children.

The role of the teacher aide in the aesthetics program can be whatever the school wants to make it. One factor, however, is certain. This area of the curricular structure may offer more in terms of the role of the aide than any other because of the expressive nature of the program.

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COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

Grades 9 through 12

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INTRODUCTION

Many teachers, counselors, and administrators indicate they feel a strong need for essential improvement. Let us assume here that we all have a strong need to improve our teaching.

Broadly conceived, teaching is influencing learning. Anyone who influences the learning of another person is at that moment being a teacher. We are almost continuously in situations where we influence, in some way, the learning of others. Thus, teaching is a very important part of the activities of every individual, young and old alike. We are realistic to assume that we all have a strong need to improve our teaching. What may be difficult, although not less realistic, is to assume that our students, and children in general regardless of age, have this same need.

As we view teaching in the breadth of reality, we should view learning in the same light. Learning can be assumed to take place with any change of behavior resulting from experience, where behavior refers to anything an individual does--all biological, psychological, and social processes. Learning involves involuntary processes as well as voluntary and can be associated with cues that lie beyond the threshold of consciousness. It comprises habits, skills, feelings, emotions, attitudes, values, appreciations, interests, aversions, etc., as well as the usual demonstrated intellectual content. Learning of a complex nature is involved in the formation of the self-concept and social views of every individual.

An expanded and more realistic view of education is necessary if educators contribute to solutions of serious problems in the areas of juvenile delinquency and crime, misemployment and reemployment, emotional disturbances and mental illness, and the area of international misunderstanding and conflict. Problems in these areas are debilitating the forces of society to the point of threatened survival. More adequate solutions will require a better understanding of the general base underlying the difficulties and of means for remedying the situations. Possible gains from these solutions merit the convergence of all possible resources. What is being done is negligible when compared to what should be done.

Distorted learning is at the base of these problems, and improved learning will be required if they are to be dealt with directly. Our schools, with the further support of research and theoretical developments, are the appropriate agencies to assume responsibility for a full-scale initiative in the desired direction. Some headway has been made. For many years, some educators have worked to gain a foothold toward achieving this goal, but the majority of educators are held in the grip of tradition to the degree that the rate of improvement in education is not keeping pace with the increased severity of the problems. The educators out in front have made a path for us; now we must have the courage to break with tradition to follow and extend it.

Among our Indian population, problems of acculturation stand out in bold relief. The serious and special nature of the problems in this population and the magnified role of the school in the process of acculturation, appear to be impelling teachers in the Indian schools toward improved effectiveness. Our Indian schools have the potential for leadership among the schools of the nation in the development of new methods and materials for the teaching of special groups. Work in these can point the way to solutions of serious, though somewhat more obscure, educational problems among subcultures of our non-Indian students. Some very noteworthy programs are being established with exciting outcomes. It is hoped that everything possible will be done to communicate the results of this work to other schools and systems, and it is also hoped that this work will be extended to make even wider use of this great potential. Work in this area can achieve world significance.

This introductory overview is intended to call attention to the great need for improved education, to identify some of the broad areas of problems with indications of what general direction might constitute improvement, and to provide a background for the description of an educational atmosphere that can yield more adequate solutions to our major problems and one that can create greater opportunity for effective use of auxiliary personnel in the classroom.

THE TEACHER AIDE IN RELATION TO TEACHING METHOD

There are many subjects taught in the high schools of this country and many methods are employed for teaching the various subjects. The teacher aide can take a contributive role in all situations, regardless of subject or method. For the purpose of this presentation two general atmospheres will be described with some indication of the role of the teacher aide in each. The first, the traditional atmosphere with a high level of authoritarianism, will be described very briefly because of the essential simplicity and inadequacy of its structure, and because of the simplicity of the role usually assigned to the teacher aide in this traditional atmosphere. The second, the more creative atmosphere with greater involvement of democratic principles and objectives, will be emphasized as a more adequate structure in harmony with the needs described in the introduction.

A Traditional Atmosphere

In a rather traditional atmosphere with a high level of authoritarianism, teaching is conceived as telling students what they should know, what they should read, or what acts they should perform in order to learn how to perform or behave. The teacher knows what specifically is good for the students at any particular time. The teacher is the major source of truth and the judge of morality and propriety. Obedience is one of the most important things a child can learn. There are many fixed rules, and children need often be reminded of them. Fairness is largely based on having all members of the class do the same things as near the same time as possible. Special rewards and punishments move students toward the many necessary tasks (often made undesirable to students) and away from the many inappropriate tasks (often made desirable to students) as they proceed toward achievement. How students feel about all this is relatively unimportant for this discussion. In this situation, the work of the teacher aide is not difficult to define.

The teacher aide is assigned the routine tasks that do not require professional training -- usually tasks the teacher dislikes. These tasks include many associated with the physical make-up of the classroom, such as, arrangement of furniture, cleanliness, ventilation, collections, distributions, records, and may extend to bulletin boards and preparation of some work materials.

Often the duties include supervision of studyhalls, hallways, and playground with enforcement of many rules, and in some cases assistance with disciplinary action. All may appear to be happy most of the time if the teacher and the teacher aide decide to be cheerful, smiling at each other and smiling at the students. It seems there is not much to be gained in describing, at length, the possibilities of the teacher aide in the traditional classroom. The structure is simple and confining. There will be many problems, some of them chronic in nature, but any amount of elaboration of the basic method will not provide an adequate solution to problems. It would be necessary to change the basic nature of the method in order to provide more adequate solutions to problems. Since time is very limited for this presentation, let us view the teacher aide in a more creative atmosphere with greater involvement of democratic principles and objectives.

A More Creative Atmosphere

Teaching in this light is conceived as influencing learning. Any and all behavior of the teacher is teaching if it influences in any way, intentionally or otherwise, the learning of another individual. Learning takes on a broader meaning than it does in traditional teaching. It includes all changes in behavior where behavior comprises all levels or degrees of awareness and control. Behavior even encompasses the deep feelings, attitudes, and values that underlie such paradoxes as stuttering when one wants to speak clearly, self-imposition of pain and misery, hurting a loved one, self-destruction through dope addiction and alcoholism, and such organic manifestations as skin rash, warts, high blood pressure, visceral ulcers, and extremes in body weight and appetite. Learners can influence the learning of others as much or more than the person designated as teacher. The student is viewed as an individual who is attaining satisfaction through building an adequate world for himself the same as any individual, child, and adult alike. The school is viewed as an element with enriched material and human resources available to each individual. The world of a student comes together with the world of the teacher and the worlds of other students for the purpose of sharing and cooperating in further building. Experience is viewed to have infinite desirable possibilities as the base of life, and any growth in one individual implies potential growth in other individuals. Growth of one is not attained at the expense of others, and growth is neither seized nor bequeathed. Fairness has a personal reference and becomes social to the degree that the individual has been able to incorporate the worlds of others to the enhancement of his own. The teacher and the teacher aide are growing parts of the total environment. Each contributes in any way he can as an essential part of the growth process. Direction emerges from the activities of the group. Major traditional expectations of communities emerge in this general direction and are fulfilled without serious encroachment on other worthwhile purposes.

Building a world for oneself is a creative process. A person is primarily guided by his needs and satisfactions in an environment of abundant opportunity. He does not proceed at a satisfactory rate if he is primarily guided by the generous dictation of others. Overdependency to the point of great inefficiency is almost universal in the present academic situation. This does not mean that those who foster the over-dependency should be withdrawn from the classroom; it does not mean we need fewer auxiliary personnel. It means that those responsible for learning should create a situation with many opportunities leading in many directions, instead of a series of opportunities leading in one predetermined direction. Creative teaching is not teaching without structure. It is not non-directive teaching. Creative teaching has structure and it is directive. It falsely appears to some to be unstructured and non-directive because they look for traditional statements of objectives and certain kinds of details in procedures. They see known generalizations in terms of known particulars, with neither desire nor expectation of something new and possibly better. The structure of creative teaching is an organization of the structures of all individuals in the situation, and it reflects the structures of individuals outside the immediate situation. The classroom does not stand alone, self-contained. It is a dynamic organization that responds to all forces, both inside and outside, while holding a sound general direction in its development. All individuals are resources for learning and contribute wherever appropriate, and to the degree possible, to the attainment of goals of individuals and various groups with common purposes as they come together, from time to time. The teacher, teacher aide, students, other teachers and students of other classrooms, parents, and other members of the community are all considered resources for learning and they form a base for the formation of groups with common purposes.

In this atmosphere, the teacher aide will become a dynamic force as social and academic sensitivity increase, and as experience gains breadth and depth.

A Creative Classroom Project

At this point let me introduce an example of what is here considered improved teaching with some interesting controls for comparison. The example will indicate abundant opportunity for a teacher aide to function effectively.

In November, a substitute teacher was asked to continue in a position on a permanent basis. She taught four sections of History-English core on the ninth-grade level. Students were assigned to the various sections by I.Q. score. Students with high scores were assigned to the "A" section, above average scores to the "B" section, below average scores to the "C" section, and students with the low scores to the "D" section. The teacher said she enjoyed the top two sections and had no difficulty with the third section, but she found the low section depressing. She was optimistic when she began teaching the groups but became discouraged when other teachers made remarks or asked questions about the "dumbbell" section. Even the students in the "D" section reminded her that she shouldn't expect them to learn things when she was diligently presenting new material or enthusiastically pressing for achievement.

During an absence of several days from teaching, the principal took over her classes. When the teacher returned, the principal told her that the situation with the "D" section would improve soon because four or five of the worst students would reach the age of sixteen and would become drop-outs. She wanted to quit, since she did not have the economic need to continue, but thought of the great need of these students for good teaching. These students had had other teachers who quit; they didn't need another "quitter". In desperation, she enrolled at a nearby university in a course entitled "Psychological Problems of the Classroom" with the hope of obtaining some insight into her problem. The professor suggested to her that she might be assuming that the intelligence level of these students was low when in individual cases she did not know that this was true. Attention was called to the fact that many individuals considered dull, who drop out of school, are actually bright, and they frequently make significant contributions to community life. She was assuming that the children couldn't learn history when they already knew much vital history and were living it every day.

Soon after the discussion, she read a pioneer story to her class. They were much more interested than previously. She suggested that they get stories from older members of their families and neighborhoods and that they make story books with illustrations and covers for a history corner in the room. Students worked enthusiastically on writing these stories during the "history" half of the History-English period. The teacher was somewhat surprised to note that they worked on spelling, punctuation, and grammar, without referring questions to her as they always had done. They used dictionaries, texts, and asked their classmates for help, but just didn't ask her questions regarding the writing of the stories. She felt they must have wanted the story-books to be their own work. The teacher was pleased to find the students using dictionaries when earlier they had refused to use them, saying they couldn't look up words without knowing how to spell them. At the close of one history period, students asked if they could continue with their story writing. The teacher said; "No. Put your books away. It's time for English." A student replied. "Isn't this English? We are spelling, punctuating, and writing sentences." The teacher agreed. The students were now teaching the teacher the intricacies of an integrated core. The students brought old newspapers, diaries, books and a 100-year-old picture of Main Street. Two students brought authentic Indian costumes. One boy said he had a priceless collection of arrowheads, which he would bring if the teacher was sure the "kids" wouldn't hurt it. He brought the arrowheads and talked to the class about the various tribes that made them and about the various uses made of them by the Indians. Students saw him in a different light after that talk, and he saw them in a different way, and he saw the teacher and the school in a different way.

By this time the classroom looked like a museum. The principal came in and said it was the best room in the building. However, one of the older teachers came into the room and said that she did that sort of thing, too, when she first started teaching. The president and another officer of the P.T.A. came in to see the room. They asked if they might use it for the P.T.A. Fair, and charge an admission of ten cents. The students agreed to loan their room out and to serve as receptionists to show guests around and talk about the collections. During the P.T.A. meeting, the teacher passed by her room from time to time to see if anyone was paying to see the display. There was a waiting line at her room all evening.

At the end of eight weeks, the principal came into the room with a test covering the regularly scheduled unit of study. He had given tests to all four sections of the course every eight weeks each year since he initiated the course. Evidently he made comparisons and found support for his predictions. After administering and scoring the tests on this occasion, he called the teacher into his office to show her the results, student by student and section by section. Her response was, "Good for the Nine-D's!" He was quick to say: "What do you mean by saying 'good for the Nine-D's? Don't you see what trouble this will cause? We can't give these students grades from this test. Most of them usually get 'D's' with a few 'C's' and quite a few 'F's'. On this test some of them would get 'A's' and 'B's'. That's bad enough, but what's worse is this would throw many from our college-prep sections to lower grades, and you know what their parents would say about that!" The teacher was surprised and ready to fight for her Nine-D's. Her reply was: "Well, if we can't grade according to the achievement shown by your test, perhaps we should hold school only two days out of the year--one day to administer the intelligence test in the fall and one day in the spring to hand out grades." The principal tested another solution by saying: "That would be absurd, wouldn't it? How would it be for us to grade the Nine-D's according to the general curve, as usual, and grade the other three sections on a curve assuming the Nine-D's scored as low as on other tests?" The teacher agreed with a certain amount of delight in the irony of the situation.

The boy with the arrowhead collection received a "B". He was one of the students near sixteen years of age. He asked the teacher if she would help him improve in other subjects. Since he had three more years of high-school work, he wanted to bring up his work with the prospect of entering college. The teacher was afraid the enthusiasm of the students would wane with the introduction of a new topic. But the morning she announced The Last Frontier one student said the book is wrong because there are other frontiers. The student was corresponding with relatives making a trek to Alaska to settle on a homestead. The class approached the new topic with great enthusiasm.

The teacher was asked if she planned to use this approach in all her classes. Her reply was: "No, I can't. No one is concerned with how I teach the low section, but the parents and others are concerned with the way I teach the college-prep classes. They want their children taught the way they themselves were taught--the way they think will lead to success in college admission, success in professional training, and success in Bar and Merit examinations. If I taught their children the way I taught the Nine-D's, they'd say I was running a play school."

This example shows how traditional objectives can be more efficiently attained by methods extremely different from the traditional approach. Better still, it shows how other more important objectives can be attained at the same time. As the students worked on their projects, they did not think of themselves as being the "Nine-D's. They thought of themselves in terms of the present moment. The projects were done not for special rewards or threat of punishment, but for the satisfaction intrinsic in the activities. The activities made sense in terms of the students' worlds. They enjoyed the freedom of expression in the activities, they felt appreciated for what they did, they were stimulated by their achievement, and they became more self-confident. Such gains in self-concept are reflected in very significant gains demonstrated with standardized general achievement tests. But more important, many students find new academic worlds with amazing possibilities opening to them.

Other Projects

An infinite number of excellent classroom projects are possible. Years ago, a high-school bookkeeping teacher arranged with a local bank to have a teller one-hour a day supervise the operation of a student branch bank. Students could deposit, withdraw, or borrow as small a sum as twenty-five cents. Interest was computed on all amounts. Work was done by students under the supervision of the regular bank teller. Deposits grew to a point that justified use of the teller full-time. Withdrawals upon graduation averaged between three and four hundred dollars.

Student bookstores, cafeterias, lunch programs, concessions at sports events, plays, fashion shows, and music productions can involve student planning, operation, and management. One high school annually produced an operatta with composition, arrangement and music performance done in the Music department, script writing done in the English department with background provided in the History department, acting reviewed in Speech and Drama, costumes made in Home Economics, scenery done with cooperation of Industrial Arts and the Art department, and purchase of materials, publicity and ticket sales involving the Business department.

In these activities, school learning develops in a vital, meaningful setting. It is an integral part of a stimulating, facilitating, and achieving atmosphere.

Personality Factors

Traditional teachers often state, and more often, think that personality changes should not be a responsibility of the classroom teacher despite the fact that what they do causes important changes, frequently in an unfavorable direction. They consider all problems of health to be the concern only of the school nurse or family physician, problems associated with emotional states the province of the counselor or clinician, and extreme problems of achievement as requiring sessions with remedial specialists. If such special service is not available, the teacher may have students sitting through classes all year without the needed help. Although creative teachers would seek all specialized help available, they would also know that the general well-being of the student in the classroom and in the school affects him in all these areas, to some degree at least, and would look for ways to improve the situation.

Important aspects of method are not known as they pertain to each child, and often they can only be inferred from curricular involvement of the students.

It cannot be assumed that individuals are fully aware of their experiences or the meaning of manifestations of their experiences for other individuals in the educational situation. All must help themselves and others become more aware of what is happening. Important in this connection is the fact that verbalization is not always an accurate representation of what is known by the speaker and never can be a fully representative indication of what might be implied by the total behavior of the individual.

In this general area of the psycho-social development of the students, the teacher aide has the greatest opportunity to make significant contributions. A substantial contribution would be made even if the teacher aide did no more than listen to the teacher talk about purposes, plans, evaluation, observations of student reactions, and the like. But the teacher aide can do much more because of the objectivity possible in a position with somewhat different emotional involvements than those of the teacher and those of the students. In critical situations, the third party can, to some degree, place himself out of the field forces and make observations that would not otherwise be possible. The teacher aide has more freedom to move in and out of situations with students than the teacher, thereby providing time for observing, recording observations, and indicating comments.

Successful outcomes in this area of relations between the teacher and the teacher aide would depend upon free, uninhibited communication, recognition of the tentative nature of conclusions in the realm of human behavior, and an awareness of the fact that the teacher is charged with final responsibility for the group.

Evaluation of Learning and Teaching

Evaluation in a creative atmosphere is continuous and is a function of all individuals associated with the situation. It is highly complex and serves many purposes. Since the creative atmosphere is a producing atmosphere, the quality of the product or the success of the production becomes a general form of evaluation. Individual self-evaluation is vitally involved as one becomes a contributing member of the group. One becomes evaluated as others express their reactions to what he is doing in relation to their work. Success of others becomes a model to each individual and a basis for comparison in making evaluations.

In this interplay of forces, the evaluative process incorporates the reformulation of goals and objectives, and there is increased probability that the skills, insights, and emotional involvements will transfer favorably to new situations.

Summary

It was the general purpose of this section to present a brief view of the possible role of a teacher aide in the secondary school.

Attention was called to the fact that most individuals express a strong need for essential improvement and that this could be safely assumed in regard to teaching. Areas of major problems threatening survival were presented as requiring an improved concept of teaching and learning. With an expanded view of education, teaching and learning were broadly defined. Indian schools were considered to have the potential for leadership among the schools of the nation in the development of new methods and materials for the teaching of special groups.

The teacher aide was viewed in relation to two general atmospheres: first, a traditional atmosphere with a high level of authoritarianism; and second, a more creative atmosphere with greater involvement of democratic principles. An elaborate example of a creative classroom project was given and other projects were suggested. Indication was made that personality factors are inevitably a part of the teaching situation and should be dealt with more intentionally and adequately, opening up wide opportunity for participation of a teacher aide. Evaluation was described as a continuous, complex process requiring participation of all individuals associated with the educational situation.

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ADMINISTRATION OF PROGRAMS FOR TEACHER AIDES

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ADMINISTRATION OF PROGRAMS FOR TEACHER AIDES

The following article is based primarily on these activities:

- Observation of a number of teacher aide programs.
- Interviews of aides, teachers, supervisors, and administrators for their reactions.
- Interviews of teachers, supervisors and administrators who were participants in a workshop were asked to state the problems that they felt arose from programs in which they had been involved, or if they had not been involved, to state those problems which they felt might arise.

Certain basic assumptions concerning human behavior were established. Added to these were the potential problems which might arise. As the comparisons were made, problems against assumptions, specific procedures began to be formulated. The specific procedures are based on an administrative philosophy and should not necessarily be taken as the only manner in which this philosophy may be carried out. Recent scientific studies indicate that those persons who try to apply the techniques or procedures without understanding the basic assumptions and underlying philosophy may well find that the procedures do not work. It is suggested, therefore, that greater success might be accomplished with these procedures if the administrator can accept the basic assumptions and underlying philosophy. The procedure has been called "Administration by Involvement."

Basic Assumptions

Let us examine a list of some of the basic assumptions or psychological principles which underlie the cornerstones of this philosophy.

1. The purpose of educational administration is to facilitate the opportunity for learning and to enhance the learning environment.

   This might be accomplished by an authoritarian process; however, this would mean anticipating behavioral responses and problems. To be effective, the administrator would have to be extremely sensitive and perceptive. Even then there might be a development of animosity caused by the authoritarian approach toward the chief administrator. This appears to be validated by the militant reaction of many different peoples toward authority in today's society. It also brings about a paradox: the American educational system is to develop responsible citizens for democratic living. Can this be done through an authoritarian administrative organization? Therefore, the system suggests that the administrator see himself as a coordinator and responsible to those who do the actual teaching rather than as their superior. This then requires of the administrator the mental state of wanting to know what those you work with think. (A word of caution: Do not just go through the procedure of listening to others, but be sure this is incorporated into the decision-making process. There is nothing more deadly to discussion sessions than for the participants to feel that the leader will listen but do what he wants anyway.)

2. Improved communications make for better working relationships.

When dealing with people, one of the greatest human relations problems is that of communication. Let me elaborate. Communication is not the telling, but the actual exchange of ideas, and it consists of questioning to the point where both understand what has been said and what was meant. This is one of the most difficult problems in American society today because often we assume that we know what a person meant by what he said. Yet, we must realize that any single word can have many meanings to different people and, therefore, can cause a great deal of confusion. It is suggested that when there is the slightest doubt about what a person means when he speaks that we have an obligation to politely question the meaning of certain words in order that we do not misinterpret. It is true that many people resent having us question them concerning word meanings, and yet this must be done in order for both parties to communicate effectively with one another. An administrator, or anyone for that matter, must work hard at developing this skill of asking questions without making a person feel defensive or irritated, because once emotion has entered into a discussion effective communication begins to decrease.

3. Learning takes place when behavior is changed.

This assumption does not mean that one must believe in the psychological principle or school of behaviorism. It does mean that until that which is learned has some effect upon the way a person will respond, learning has not taken place. For example, the simple fact that someone has memorized certain details, or can quote certain acceptable phrases, but does not put them into practice, indicates he has not really learned. Thus, this author advocates that through participation in experiences, or through personal involvement, learning is more rapidly and effectively accomplished. This principle seems well documented by such experimentalists as Dewey and Lewin.

4. An administrator in an educational institution is first an educator.

The implication of the aforementioned statement is that the business in an educational setting is to educate and the administrative role's main purpose is to facilitate the educational process. This assumes that even teachers and administrators will continue to learn. Many administrators complain that faculties are irresponsible and not willing to accept the consequences of their acts. However, it is the responsibility of an administrator to assist those with whom he works by helping them to understand the problems, to develop a solution and accept the consequences whether of a positive or negative nature. For example, there is nothing wrong with letting the faculty help to make administrative decisions pertaining to the operation of a school. However, if in the making of the decision, they irritate their constituents, it is the administrator's responsibility to have the faculty also participate in answering to that constituency. This is not to assume that the public is always contrary to faculty decisions, but often we in the academic setting might deal too much in the abstract and forget certain practical principles from time to time. Our learning improves as we become aware of our mistakes.

5. The authoritarian approach to problem solving is no more efficient nor less time consuming than the democratic process of participation and involvement.

   When administrators make an authoritarian decision, they risk the possibility of creating human relation problems. If they can always make the decisions that everyone will agree to, then this is fine; however, life in general is not all black or white. Therefore, many times an administrator could be wrong regardless of his decision. If he is willing to take the time to present the information to those who must work immediately with the problem, he can come up with a consensus, and the feeling that at least they were made aware of the problem and had some part in the decision, contributes significantly to an improved working relationship.

6. Those working in an educational setting have proven some capability in problem solving and it would be a waste of talent not to make use of it.

   Teachers have had a number of educational experiences and have been faced with practical problem solving situations. Their intellectual capabilities can be presumed to be above average; therefore, this potential is a waste when not utilized.

Anticipated or Actual Problems

The following are some of the problems which are anticipated in the development of a teacher aide program.

1. Conflict of teacher and teacher aide

   This might be personality differences, or philosophical differences which usually arise when the teacher is not consulted in the selection of the aide.

2. Lack of orientation.

   a. Teacher expectations are different from those of the aide.

   b. Using the aide for only menial janitorial type tasks rather than as part of the team.

   c. The teacher finding it easier to do the teaching rather than take time to assist the aide.

   d. The teacher unaware of the purposes of the teacher aide program.

   e. The teacher not trained in working with teacher aides in matters such as motivation, professional ethics, or constructive criticism.

3. The selection of aides causes a great deal of difficulty

   a. Job descriptions not fitting the particular program of an individual school.

   b. Selection criteria not relevant to the type of work expected of the aide.

4. A planned program of professional improvement for teacher aides and advancement in the system.

   a. Sharing of aides when there are not enough aides.

   b. Administering the program.

   c. Evaluating the aides.

   d. Distribution of them among the faculty.

Many of these problems can be solved through proper planning involving the entire school personnel.

Specific Procedures for Administration by Involvement

1. Call faculty together and brief them about the possibility of the school having teacher aides. It would be wise to state the purposes of the teacher aide program. These are usually:

   a. To improve the learning environment by giving additional assistance to the teacher so that she or he might improve upon the learning environment.

   b. To make jobs available for Indians.

   c. To motivate those Indian young people who have dropped out of school to continue their education and find a career that will be exciting, stimulating and interesting to them.

   It is necessary that the entire staff be aware of these objectives, for it is against these that they must check the design of their program, the use of the aides and the evaluation of the total program. After this has been done, the faculty should be encouraged to write a critique of how they could improve the learning environment in their classroom by the use of aides. No doubt it will be found that there will be varying ideas. Some will use aides in the more menial and janitorial tasks; others will try to bring them in as a part of a team. In the discussion meetings of the objectives of a teacher aide program, it might be well to let the faculty do a little brain-storming as to how they could use teacher aides before they go back to their own rooms to design a program for their particular classroom. Some teachers will have specific ideas; others will need suggestions, and a brain-storming session permits and stimulates more creative thinking. (Brain-storming is a technique used in industry as a creative means in problem solving. The usual approach taken is that a problem is given and everyone is asked to suggest solutions. It must be emphasized that all suggestions once mentioned are the property of the group and not of individuals. Most important, during the brain-storming session, no criticism is allowed of any suggestion made. Once a number of suggestions have been acquired, whether they be practical or not, a second session can be scheduled to evaluate any ideas or improvements made upon them; however, in this case perhaps only the one session is needed as a basis for bringing out ideas and letting each individual faculty member take those which he feels may have significance in his situation.)

2. It would be advantageous to sit down with each teacher and go over his or her expectations of a teacher aide. When all teachers have developed their programs for teacher aides, a second meeting should be called. In this meeting, the group could develop general criteria and tasks expected of the aides. Once this is accomplished, a list of necessary personal characteristics should be established and checked against the tasks expected of the aide. (There is always a tendency in the academic field to ask for higher academic qualifications than are necessary for the duties to be performed.) Personal qualities are more important in the selection of aides than academic credits. The specifications and characteristics desired of aides will no doubt vary according to grades, disciplines or even teaching philosophies. It is possible you may have more than one set of objectives, qualifications and job descriptions. It is hoped that Governmental restrictions would not hamper varying job descriptions particularly when they have been derived from a sound developmental process.

   It is suggested from a personnel point of view that if teachers must share an aide, it would be wise to have a supervisor in charge of all aides so that a more unified program could be developed, and the aide would have a better chance of being loyal to all teachers and less chance of being accused of favoritism which is sometime a major problem when teacher aides must be shared.

3. When objectives are established for the aide, all teachers, with the assistance of the administration, should be included in the interviewing of the prospective aides. If teachers are to work with the aides, it would be wise that they participate in the selection of at least those with whom they will work.

4. Once the aides have been selected, an orientation program must be established. The main responsibility for planning should revert to the teachers, and if aides have been grouped by grades, subject matter or whatever, it would then be wise to have these groups design the type of orientation they think is necessary. This solves the complaint of teachers saying that the aides are not properly oriented. Furthermore, the aides will be given the type of training that the teachers think is important and they are less likely to complain about their orientation program than one established solely by the administration. The administrator should always feel that he can make suggestions, but by serving the committee he will be able to accomplish many of the ideas that he feels are necessary, because the faculty will ask the cooperative administrator for suggestions and allow him a great deal of personal discretion in developing the details of the program. (A point to remember is that the more an individual is involved in any program, the less likely he is to criticize it because he would be criticizing himself. Also, he is more familiar with its goals and objectives.)

5. After the program is in operation, it would be wise to have a faculty meeting and develop the criteria that they think are necessary for evaluating the program. No educational program should be established without a procedure for evaluating its effectiveness. If educators are not evaluating their programs, they cannot be considered true educators.

6. The administration, teacher, and aide should develop a continuing educational program for the aide in addition to the orientation program. This continuing educational program would probably include summer institutes or college training which would assist the aide to improve, and encourage the aide to a higher professional level in an educational career.

A Suggestion

There is a tendency among administrators to want to evaluate the persons under them. When this responsibility is given to the teachers, they, too, will try to judge those with whom they work. This can have a detrimental effect upon morale, and I suggest that one way to improve the skills of those working in a learning environment is to have the administrator, the teacher and the aide sit down at least every three months to discuss the characteristics and skills that they are going to develop in the forthcoming period. It may be working with a particular student, improving a personal characteristic, becoming more aware of student behavior, etc. When these are agreed upon, the basis for evaluation three months later is established and no other criteria detract from the aide's evaluation. I believe this helps to give both the evaluator and the evaluated a frame of reference by which to judge. There is always the tendency of a halo effect, be it positive or negative, and the more specific we can be as to the skills which are to be developed, the less opportunity there is for misunderstanding. It must also be remembered that other criteria must be ignored in that evaluation period. For example, if a teacher and aide decided the aide was to work on becoming more aware of student behavior, to prepare the audio-visual materials and have them ready, to improve her personal characteristic of getting to work on time, and perhaps one or two others, then, these are the criteria to be evaluated and not unrelated criteria such as talking too much, not keeping confidentiality, or being physically rough with the students. If these things happen, they should be noted by the teacher so that in the next period of evaluation, they would be the ones considered. I believe this technique would help the aide and the teacher be more objective and the relationship of teacher and aide would benefit.

PROBLEMS THAT CAN ARISE FROM TEACHER AIDE PROGRAMS

1. Job descriptions
    a. Too restrictive as established by Government regulations. (Does not allow school sufficient freedom to use aides to meet school needs.)
    b. Job descriptions need to vary with the level or discipline of the teacher with whom they are to work.
    c. Tendency to give aides the menial and janitorial tasks which teachers do not like. (This often causes resentment by the aide which they feel is related to their race rather than skills.)
2. Personal and personality habits
    a. Teachers do not know how to use aides.
    b. Clash of personalities between teacher and aide.
    c. The aide often has not developed personal habits which teachers want displayed in the classroom. (This includes dress, neatness, promptness, cleanliness, proper use of grammar.)
3. Programs do not allow for enough aides.
    a. They are sometimes used in place of teachers.
    b. Too many teachers must share one aide.
    c. Aides go to those teachers with more political influence in the school system.
4. Orientation
    a. Insufficient time between funding and implementation of the program.
    b. Insufficient time for teacher and aide to plan duties for outside the classroom.
    c. Teachers do not know until the last minute that they will have an aide.
    d. Aides lack knowledge of how to deal with students.
    e. Teachers are unaware of the purposes of the teacher aide program.
    f. Aides often lack initiative. How do we develop this?
5. Dormitory aides' responsibilities are different from classroom aides
    a. Ratio of aides to students much greater than in classroom.
    b. Duties are not clarified.

EXCEPTIONAL CHILDREN -- SOME GENERAL COMMENTS

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EXCEPTIONAL CHILDREN -- SOME GENERAL COMMENTS

"... and it was the first time in three months that the little girl was unchained from the bed in the dark room. In her halting speech she told the police a grim story of solitude and darkness. Her mother and father blamed that treatment on their shame related to the child's inability to walk, speak well, and play with other children.

"'We had all been ridiculed so much,' the mother explained, 'that we didn't know which way to turn. We couldn't let her out of the house. We were ashamed...'"

Stories still occasionally appear in the newspapers regarding abuse of children who deviate from the so-called normal. For the moment they shock the reader, but the later response often is that it is someone else and their child involved.

"It couldn't happen to me or mine," they insist.

This attitude is similar to the one of a person who says,

"I've made up my mind, so you'd better not confuse me with facts!"

What do the facts on exceptional children indicate, facts which every teacher must face and understand?

1. With an average family size of two or three children, the odds are that there will be an exceptional child in every group of three families, every cluster of grandchildren in one family. One-in-eight is the most frequent estimate of children who deviate from the so-called normal.

2. Every classroom in the country, randomly set up, indicates at least one exceptional child, one whose sight, hearing, speech, emotional adjustment, intellectual level, or physical condition deviate from the so-called normal enough to require some special educational help.

3. Only one-sixth of the estimated six million handicapped children of school age in the United States are receiving such help.

4. Things are getting better every year, however. More than 4,000 public school systems provide special educational opportunities for handicapped children. The figure was only 1,400 in the late 1940's.

5. Every state offers some special help, and nearly all state departments of education employ one or more specialists in a specific handicap area; some have as many as 15 specialists.

6. More than 3,000 local school systems now have programs for educating mentally retarded children in special classes in regular schools. But, only about one-fifth of the estimated 1,250,000 or more mentally retarded children of school age in the United States are receiving special education.

7. 25,000 (out of 35,000) deaf children are in special classes, but only one-fourth of the two million speech handicapped children are receiving speech correction.

As can be expected, parents have been the pioneers in getting proper educational opportunities for exceptional children. One enlightened parent with a cerebral palsy youngster recently said:

> "We love her and want to keep her with us. It isn't ever too much for us to feed and clothe her because she can't do those things for herself. We're eager to have her become a contributing member of society as far as her limitations will permit her, but why don't people show some sense? Can't they stop looking at her as though she's a freak? They make us want to put a high wall up to protect her. They hurt her so much."

In their writings, a few intelligent parents have expressed similar fears. They imply that because their families include a child who differs so could ours and everyone else's. To paraphrase the Hemingway title of some years ago, when the bell tolls indicating a child has been born mentally retarted, or with a cleft palate, orthopedic handicap, or visual or hearing deficiencies, the bell is tolling for all of us because it could have been our child this time -- or may be ours the next time.

A brilliant young lawyer (John Frank) and his equally bright wife had a first son who was mentally limited, and they reported the sequence of events in My Son's Story. Pearl Buck, the widely heralded novelist, wrote about her daughter in The Child Who Never Grew. Dale Rogers, wife of the cowboy movie star, Roy Rogers, tried to console others through a heart-tugging little book about their baby, Angel Unaware.

Many teachers of so-called normal children have realized during recent years that in order to be really good teachers they have to understand the child who deviates. An obvious fact brought that thought to their attention: All children (and adults) deviate in some way from the normal; no one is average. Fortified with that idea they have read books and taken courses which help them study and understand all children, and the exceptional child is inevitably included. Their "free" summers have included courses that provide guidance in this area. They are learning the terminology of exceptional children, how to identify them, what their basic characteristics generally are, their fundamental needs, the relationship of their major deviation to their mental health and that of their parents, the school curriculums to meet their needs, teacher qualifications, helpful organizations, publications, and institutions, and many, many additional factors.

Because it will unfortunately never be any earlier than it is now, much more can be done before it becomes even later. Each year we delay helping the child who deviates, the closer he approaches adulthood, and the more we have lost of what he can contribute to make life better for all of us. Here are just a few things which can be done:

1. Colleges and universities can see to it that each of the teachers they prepare has some specific understandings of the exceptional child. Just because they are learning to teach so-called normal children does not mean they must remain unaware of the others. They should know about the key magazine in the field, Exceptional Children (published by the Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C.) and the materials regularly released by the U.S. Office of Education and Children's Bureau in Washington.

2. Organizations set up to help these children and their parents should extend into communities not previously helped. And they must dramatize their financial needs through all the mass media even more than they have to the present.

3. Popular magazines and newspapers should continue their efforts to take the curtain away from parental problems and to refuse to shield the public from cerebral-palsied, rheumatic fever, and infantile paralysis youngsters. These children will be part of our society for years to come. Either they live with us in the open air of understanding, or we must realize we are continuing a medieval kind of ignorance which most of us feel we have left behind.

4. Communities must find out where they stand on this problem. Through an intense campaign they can get answers to these and other questions:

    - How many exceptional children do we have?
    - What education are they receiving?
    - What can we do as an organized community to improve their education?
    - How can we bring parents together so they can share experiences and enlightenment?
    - How well prepared are our teachers to help meet the problems?

Misunderstandings related to these children do not reside only with the un-educated. What about the teacher who told a parent that "everyone knows mentally retarded children are born only in families where there is a 'trace' of mental retardation already"? What about those who are now teaching or who will teach who may not know the answer to this question: Which of the following are necessarily related to limited intelligence -- cerebral palsy, epilepsy, polio, "slow learner", brain injury, mental illness? What about those who may decide, on the basis of emotion only, that so-called normal children should be totally sheltered from the others?

Many trends are readily noticeable in addition to those of more money being available for the education of exceptional children and more knowledge of them. They include the following, some of which are at the beginning of a trend and need a big push forward, others are far along in their development:

- More frequent consideration of the needs of these children in programs preparing teachers for regular elementary and secondary school classes; role in prevention, correction of minor problems, referral.
- Integrating blind children into regular classes with a resource teacher to help the child, teacher and parent; more than half of the blind children of school age are now in regular classrooms.
- Speech and lip reading for the hearing handicapped, as a replacement for, or in addition to "sign language".
- Schooling and state and community help and encouragement for the trainable mentally retarded child (IQ of approximately 25 to 50).

- Larger numbers of well-planned college and university programs to prepare teachers of exceptional children.
- Regional planning for children and for teacher preparation, especially in the South and West.
- Clarification and development of more acceptable terminology. The old moron-imbecile-idiot tags are being replaced by educable-trainable-custodial (or non-trainable) or mildly retarded - moderately retarded - severely retarded.
- More specialized and knowledgeable administrative personnel -- federal, state, county, city, school district; strengthening of specific teacher certification requirements.
- Awareness of "pseudo-mental retardation" as a problem area, especially as it relates to children from cultural, language and socio-economic environments that are "different" or limited, migrant children, and some who are in the so-called bilingual categories; it can also include the neglected or frustrated gifted, the emotionally disturbed, and some who are physically handicapped (is it sight, hearing or mental retardation?)
- Improved social attitudes toward the handicapped, through the help of the mass media, especially motion pictures, popular magazines. and books, both fiction and non-fiction. Is anyone really to blame? Why should there be any stigma?
- Emphasis on vocational preparation of those who in the past were considered economically "hopeless", and an awareness that society can save millions by spending a far smaller amount to train and educate.
- Great strides forward in research, especially in cause of handicaps -- retrolental fibroplasia in sight and phenylkentonuria in mental retardation, for example.

The changes in attitudes toward the handicapped and the trends in working with them are all part of a new evolution in philosophy of education related to these children. It is based on starting with the idea that all children -- if at all possible -- are to be educated in "regular" public school classes. But a screening should take place, and some profit more from "special" classes in public schools. Another screening -- and some will go to "special" classes in "special" public schools, or to private schools or to institutions. The proper setting must always stem from the needs of the child and his family plus the attitudes and facilities of the community. No stock answer can be given about what is "best" for a child. Each child, each family, and each community all have to get into the act.

Other basic parts of the philosophy toward the education of exceptional children have matured greatly in recent years. Community responsibility to provide educational services that are needed, parental responsibility to make their needs known, school responsibility to bring current knowledge into action, professional responsibility (pediatrics, psychology, psychiatry, therapy, higher education, others) to make contributions in line with abilities -- here is a good example of the "team effort" that has paid off for specific little children whose neighborhoods in the past had a hidden-away, attic-and-cellar complex about the whole subject. "The sick or crippled child has offered a challenge and brought a response; he has inspired in us a mood, a spirit, an attitude. The thought of the challenged and inspired teacher has moved forward in response to him."*

But, despite all the gains, unfinished business certainly remains relative to these children who differ. It includes persistently retained misunderstandings regarding causes, prevention, and correction; size and scope of the problem; parental, school, and community attitudes; the need for early discovery followed by appropriate help; support for organizations struggling in the field; need for more and better teacher preparation programs; a shaking-up in the attitudes of parents of so-called normal children; personnel and funds for more research.

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*Murphy Gardner, Human Potentialities, New York, Basic Books, Inc., 1958, p. 174.

INNOVATIONS IN EDUCATION

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Source: Permission Granted from *Today's Health*, for the first three articles that follow published by the American Medical Association, Willard Abraham, *Today's Health*, September 1967.

INNOVATIONS IN EDUCATION

What's Happening in Education? Probing and questing, asking and doubting, weighing the evidence - these are the patterns in today's classrooms where teachers meet children's changing needs.

CONTENT

If you explore the vast changes in what is being taught in our schools, words something like these will occur to you before you're through: "a forest," "a maze," "nuggets of gold," "many workers in the field."

Groups of letters will dot your readings - BSCS, PSSC, SMSG, CBA, TESOL, ESCP, and many more. (Biological Sciences Curriculum Study, Physical Science Study Committee, School Mathematics Study Group, Chemical Bond Approach, Teachers of English to Speakers of Other Languages, Earth Science Curriculum Project.)

Regardless into which subject you check, you will read and hear about teaching advances based on "discovery," "inquiry," and "creativity." You may encounter your child and his teacher involved in finding problems as well as solving them, approaching a subject even as do scientists, historians, and mathematicians.

Your child may perform a physics experiment much as you did in your school days - but often there is a difference. He will certainly be encouraged to evaluate the experiment and to develop a better one. (Perhaps he will conclude it was worthless in the first place.)

Why is there change in what our children are taught these days? Is it desirable, or even necessary?

Many of our educational leaders in the schools, industry, and government seem to think so. Since half of what today's children now learn becomes obsolete in less than a decade, and half of what they will require a decade from now is not even available today, they will need facts whose values do not erode day by day. They will live much or most of their lives in the 21st century and face a world far different from ours - far more complex in its technological advances. If their world is to survive, they will need to file down the rough edges of human relationships.

Probing and questing, asking and doubting, weighing the evidence - these are part of the current classroom patterns where teachers face the changing needs of children. Although there remains a huge gap between the new curriculum projects and research and what actually happens in many classrooms, more and more of our teachers and school administrators are making time to study current developments, and to fit them into their own situations. The generation lag between experiments and your child's profiting from them is a luxury the 1967 school cannot afford.

When It Began

Reform in school curriculum started even before Admiral Rickover let loose his blasts at public education in this country. Approximately 15 years ago, discontented scholars in mathematics, social sciences, and languages began a soul-searching investigation into what our schools are teaching.

Jerrold R. Zacharias (Massachusetts Institute of Technology), E.G. Begle (then at Yale), Max Beberman (University of Illinois), and Paul C. Rosenbloom (then at the University of Minnesota) are just a few investigators who have figured prominently in curriculum changes.

Eminent men and women - scientists and scholars - now work with elementary and secondary teachers in changing the order and content of what children are taught. Together, they know both subject matter and youngsters. And they are tapping the artistic and creative talents of professional writers, audio-visual experts, and others to help adapt school subjects to the present and continuing needs of children.

Geometric, economic, and historical concepts in first grade? Why not if those concepts are appropriate to the experiences, needs, and understanding of the children? Jerome S. Bruner of Harvard expressed it this way: "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

The school movement is from passive to active, from telling to finding out, from teaching as we were taught to new and better methods.

With the National Defense Education Act of 1958 came an effort to spread the improvement of instruction to larger numbers of teachers through institutes which they are paid to attend. (During the summer of 1967 more than 400 institutes were held in many major subject-matter areas.) The National Science Foundation and many professional organizations have also helped lift the sights of teachers through various in-service courses.

Here are a few developments in several of the major areas:

Science

Printed materials are being added to the existing store of man's knowledge at the rate of 500,000 pages a minute. Advances in science represent a significant part of the "torrent of knowledge explosion" (67,000 published words per minute, said one source). Many of its dedicated workers apply their talents and time to bringing order to those advances - and to sharing the exciting story with children in our elementary and secondary schools.

The shift is from the teacher to the student through investigations the child conducts - under the guidance of the teacher, of course. What difference does it make if he discovers what was known years ago, if he works in the gravity arena long after Newton staked a claim there? For him it is the first time, and that's the thrilling crux of the matter.

The methods of chemists, biologists, and physicists are also used by students now profiting from key projects in those fields. For example, in the University of Illinois Elementary-School Science Project, facts about astronomy are not enough. The emphasis is on the student's understanding how an astronomer works, how he collects data, and how he makes inferences.

Laboratory experiments, films and other audio-visual aids, and programmed (machine-fed) instructional materials help increase student involvement. The latter includes widely accepted units on topics like "How We Forecast the Weather," "Our Solar System," "Grouping Animals: What Is a Mammal?" and "How Scientists Think and Work."

Some gifted as well as some slow-learning youngsters are being challenged, as in Biological Sciences Curriculum Study (BSCS). Additional science areas, such as geology, ecology, meterology, oceanography, and health are becoming a part of the curriculum. Science fairs, talent searches, special kits (some even with live specimens), and junior academies of science, plus summer and year-round institutes and courses for teachers, are all helpful in encouraging both children and educators to stay on top of the exploding amount of scientific knowledge.

More emphases in current science are on the child's ability to create and investigate, on relationships to other parts of the curriculum so that learning is not fragmented, and on beginning early and continuing throughout a child's educational career. Day-to-day advances hold a dignified place in the daily school schedule; it is important for children to learn - at their own levels - what is new in the fight against cancer, relationships between smoking and health, and scientific aspects of warfare.

Almost a classic kind of case study is shedding a new light on the sciences to children is the work of Zacharias of M.I.T. Starting with high-school physics in 1956 (a year before Sputnik), his studies have carried him into the elementary school and up to the college level. It has been like a chain reaction, extending to mathematics, chemistry, and biology - even into history and the medical-school curriculum.

Among the major developments in the field of science is the setting up of a clearing house on science projects. It is directed by J. David Lockard and located at the University of Maryland, College Park, Maryland.

Science isn't the only area that needs a sharp scalpel to remove the dead wood and reveal the exciting possibilities when a child's enthusiasm has a chance to grow. But it is one of the curricular areas receiving a huge amount of attention because of such day-to-day realities as our continuing race with Russia, and the public expectations regarding the miracles of modern medicine.

Mathematics

A conference at Cambridge in 1963 resulted in a 30-year plan for improving the teaching of this subject (reported in Goals for School Mathematics, Houghton Mifflin), and the need for our best mathematical minds to become concerned even with the kindergarten curriculum.

For hundreds of years the content had remained relatively unchanged - until the early 1950's, when a group at the University of Illinois decided that it was much later than we thought. Content, sequence, and the level at which mathematics was taught - all had to be looked at.

Algebra and geometry in the elementary schools and college math in our secondary schools are part of the change taking place today.

The new emphasis is based on the structure and meaning of mathematics with the result that abstract concepts are now common ingredients of the primary grades. Theories and meaning now precede the skills.

Understanding and enthusiasm are considered more important than getting the right answer without the slightest idea of how it evolved or what it means. As in other sciences, educators are attempting to shed new light through the student's discovering, probing, and inquiring. Specific content changes include less emphasis on solid geometry and trigonometry and abandonment of drill for its own sake.

Cuisenaire rods - rods of varying lengths to illustrate relationships in measurements - and three- to four-minute eight-millimeter film strips are among the materials you will see when you visit today's classrooms. Concrete learning aids that children can handle are being used increasingly. Shapes and sizes, together with their relationships, can be far more readily understood when a child fits the blocks together instead of just hearing about them.

Criticism of the "new math" has been widespread: It goes too far or not far enough; it is a dream of the professional mathematician, but a nightmare to the non-math-oriented child; it teaches the same old things, just in a strange new way; our teachers and school administrators do not understand it, cannot teach it, and merely confuse the children.

Perhaps we can objectively cut through some of the conflicting claims and charges:

1. Research indicates that students of "modern mathematics" learn at least as much as do those exposed to a more traditional approach. In addition, they learn some important concepts, such as "set theory" and "number line," not included in the usual standardized tests.

2. Mathematical skills of many of our children have been limited in the past. In one study, more than half of the college freshmen tested could not divide 175 by 35; only 20 percent of high-school seniors could compute 2.1 percent of 60. We score far below other countries, including Japan, England, and France. So perhaps it is safe to say that new emphasis and materials are needed to dispel the mystery and stimulate both enthusiasm and understanding.

3. Programmed learning has successfully entered the field with proven units under such titles as "Number Bases and Binary Arithmetic" and "Understanding Problems in Arithmetic."

Because we adults see the new mathematics through our own jaundiced eyes rather than our children's more eager ones, we sometimes feel there is much confusion. After all, they don't do "long division" as we learned it, so how can it be good or right? (It is just as if we discarded the Monkees, the Beatles, and all the rest of their tribe merely because they aren't the Andrews Sisters or the Ink Spots!)

Our adult failure to accept change in mathematics is due at least partly to our not understanding the new words. Prejudice is often based on lack of awareness of an idea, a fear of the different. So when our children or their textbooks parade new words before our eyes the result may be ridicule or non-acceptance.

A few minutes with an elementary text will clarify what seems confusing - words and terms like "set," "binary," "probability," "number line," "number systems," and various principles as "commutative," "associative," and "distributive."

Don't assume that all texts that use the words "modern" and "new" really are, nor that all current mathematics is being taught with imagination. We still have many miles to go.

Social Sciences

The biggest argument used to be whether we should call them "social studies" or "social sciences," or whether we should go back to the exclusive labels of "history" and "geography." But now there isn't time for such petty quarrels. There is just too much to do to keep up with the changing times.

At one time, many social-studies programs for primary grade children were based on their home and neighborhood. Today, their "neighborhood" is the world and the universe, and it includes the past to the beginning of time. It can include the Australian aborigines, for example, as it does in the greater Cleveland Social Science Program.

Although the youngsters may not use these words, their environment is economic, political, sociological, and anthropological, as well as historic and geographic. Many excited teachers are "having a ball" as they let the fresh air of this total environment into the classroom.

Children of all ages are referring to original documents and artifacts, questioning sources, and arriving at their own conclusions, even if they pertain to controversial subjects like Nazi Germany, Russian Communism, and Castro's Cuba.

In this as in other areas, the teacher is emerging as something of an "education manager," providing guidance when necessary, actually directing student effort when needed. Tapes, filmstrips, slides, models, programmed materials, maps, and many other materials and pieces of equipment in the new "systems approach" are bringing world problems into the classroom. They are also bringing people like Churchill and Roosevelt into the students' lives.

Greater emphasis on "let's draw it out" rather than "pour it in" seems to be the keynote of current developments in social science. Teachers and materials pose problems and attempt to develop attitudes. It is a long way from playing grocery store to understanding the continuing conflict of peoples and nations between unlimited wants and limited resources - but these concepts can be learned by young children.

Many current developments are hopeful signs in this part of the curriculum - educational TV programs like "Exploring" (now available on 16-mm film for school use); programmed materials on such subjects as the Bill of Rights, latitude and longitude, map reading, and westward expansion of our country; new materials for disadvantaged teen-agers who read at about a fourth-grade level, and the John Hay Fellows Program to give high school teachers a summer or year to reflect and grow.

The National Foundation on the Arts and Humanities Act, which became law in September 1965, can also help provide a better balance between sciences and mathematics on one hand and the arts and humanities on the other.

English

There is an "almost universal lack of distinct articulation, proper pronunciation, and correct spelling" among our children. So said a "citizens' committee" in Madison, Wisconsin, in 1901.

"It's the common complaint among businessmen that young people seeking employment are not well grounded in the fundamentals." That came from the president of the Chicago Board of Education in 1909.

"So what else is new?" a vaudeville comedian might ask. Such comments are just as widely heard today as in the "good old days."

But there are some new facets in the *new* field of English. For example, linguistics has arrived on the scene. One man defined it as "anything from the transcription of an obscure "bush" language to what John Doe's going to speak about at the next English conference, to what all publishers are using to make basal readers more readable, to what the latest editions of all high school grammar texts may devote a few back pages."

Other fairly recent arrivals are the teaching of English as a "second language," research efforts to improve the composition writing of children, literacy training in basic communications skills, and poetry appreciation in the early grades (Robert Frost for first graders, for example).

refreshing contribution consists of new materials in story, programmed, or other formats to entice reluctant readers, whether or not they come from disadvantaged backgrounds. Teaching them how to read a newspaper, fill out forms and applications (a driver's license is one of them), prepare for a job interview, and write a better letter are areas receiving attention. Teaching spelling through the programmed route is also an effective recent contribution.

Ferment has been churned up in the field of beginning reading instruction, first with the phonics pressure of a few years ago. More recently it has come from new approaches like the use of colors, i/t/a (Initial Teaching Alphabet), and language experiences. What has evolved is a compromise between the sight-reading proponents and the phonics enthusiasts, both coming to appreciate the interdependence between both elements in teaching youngsters English.

Certainly as controversial have been the discussions of what youngsters should be "permitted" to read. How about *Catcher in the Rye* and *Lord of the Flies*, or a shortened version of *Wuthering Heights*, or a simplified *Hamlet*? What do you think of *Brave New World*, *1984*, *Exodus*, *The Scarlet Letter*, *The Good Earth*, and *The Grapes of Wrath* - all of which have been under attack by critics at one time or another during the past several years?

Some of the leaders in this area of the curriculum insist there is and will be no "new English" to correspond to current developments in other fields. However, they feel that teachers must become better acquainted with the language backgrounds of children from environments different from their own.

Because English and the language arts occupy about a quarter of the total instructional time in schools, they deserve at least as much emphasis as other school subjects. In many systems the attention paid to them through research, conferences, and in-service training is far less.

Foreign Languages

Despite the "big three" still being French, German, and Spanish, and a tenacious minority of teachers and students clinging to Latin, secondary-school materials are now being prepared in more than 100 other languages. These include Russian, Chinese, Arabic, Japanese, Greek, Hebrew, Italian, and Portuguese.

Word memorization and rule recitation are being replaced by the "audiolingual" approach. The students listen as the language is spoken, and speak it themselves. Careful transition to reading and writing follows.

Many teachers in this area now recommend using as little English as possible, and this is where the experiments in family living in other countries, study abroad credit, and language camps become quite a boon to learning another language. Efforts are sometimes made to teach other subjects in a different language - biology in German, for example.

Tape recordings, films, language laboratories, and television programs are all helping to get the job done. A good example of the latter is "Parlons Francais," the televised French program of Mrs. Anne Slack which began in 1953 and appeared on 46 stations in the 1966-67 school year.

A distinct trend is toward teaching a foreign language in the elementary schools and even earlier, and accompanying language with an understanding of the people who speak it. But it is not an unmixed blessing at that level. Sometimes the subject is tossed in as "enrichment" (with no follow-up), just to get into the "gifted-child act" of creating some kind of program for bright children. The fashionable status symbol of an elementary school foreign language program has too often been a weak, unsatisfying addition to the curriculum, with no continuity up through the grades.

Learning a foreign language is still hard work, despite all the new equipment. But the teaching of it has come a long way in number at least. In 1953 only 145,000 studied foreign language in the elementary schools. Today the figure is four million.

Someday the biggest breakthrough of all will be made in this subject when we utilize the vast reservoir of linguistic skills we have in this country - 20 million people whose native language is not English.

Other Curriculum Areas

To some students and teachers the "major" subject areas are not the usual ones cited above. Their interest may be in vocational education, art, music, or others. Some of these are also making big strides forward these days.

The present and future of curriculum content remind one of an ancient quotation attributed to Ovid:

"There is nothing constant in the Universe, all ebb and flow, and every shape that's born bears in its womb the seeds of change."

WHAT'S HAPPENING IN EDUCATION?

METHODS

The most basic question to ask about our schools as we edge toward the 1970's is "Why?"

Why is the school day an exact six, or seven, or eight hours long for all children?

Why does the school year consist of a certain number of days?

Why are classes of 30, 35, or 40 considered appropriate?

Why is a class period 45 or 50 minutes long?

Why is the cut-off date for entry into first grade September 1 or November 15 or December 31?

Why are grade levels set up so rigidly?

We ask far too few questions about educational practices, and even less frequently are answers provided. But parents, teachers, and others no longer can take for granted school patterns that stay with us for no reason except "that's the way it has always been."

All over the country, schools are now breaking out from the ropes that bind, finding new roles for the teacher ("as a teacher of thinking and living," which the best teachers always have been) and new tasks for themselves.

If we accept present school practices just because they have been with us for a long time, that hardly helps give our youngsters a good running start into the wide unknown of the 21st century. By our support and questions, we can encourage their schools to set an example of flexibility and change in the ways they are organized as well as in the use they make of the exciting techniques, equipment, and materials now available to them.

Educational pioneers are shaming their less experimental professional brothers into facing a very simple fact: Schools are not and certainly should not be set up primarily to ease administrative problems and to maintain order and discipline; their purpose is clear and direct--to help children learn.

The work of J. Lloyd Trump points out that all school subjects cannot be taught well to the same number of students in the same classroom environment. He stresses the need for large classes, small seminars, and individual study, and a variation in the length of class periods, depending on what is being studied and by whom. The major theme of his writings, is "No bells ring."

Instead of school organization restricted to 8-4 (eight elementary grades and four years of high school), or 6-3-3 (elementary, junior, and senior high schools), many additional patterns have emerged--6-6, 6-2-4; 4-4-4, 5-3-4--based on child development and physical and emotional needs.

Mobile educational units that go where the children are in rural and isolated areas; teaching live subjects such as conservation at camps rather than just from books, and making more use of the fact that learning takes place outside the school as well as within; programmed learning materials with success built in and aimed at the interests and limited reading levels of some disadvantaged children--these and other methods can get closer to the needs of children than do the unrelieved practices of recitation, lecture, and textbook study pursued in a barren classroom environment.

The Institute for Development of Educational Activities (IDEA) supported by the Charles F. Kettering Foundation is developing new practices, trying them out, and working hard to get the most effective methods widely accepted. You might ask your children's teachers or school administrators whether they have seen this organization's exciting film of educational innovation called "Make a Mighty Reach" -- and if they have it available, try to see it yourself. The film can be obtained on a free loan basis for both professional and laymen's groups from IDEA, P.O. Box 446, Melbourne, Florida.

New towns are being constructed around school systems with the latter receiving a high priority at the start of planning. For example, at Litchfield Park near Phoenix, Arizona, lifelong education beginning at the age of three, a departure from grade-level groupings, intensive parent participation, and individualized learning through programmed instruction and related methods all are dominating the early discussions about this new community.

A type of flexibility is in the wind, and some teachers and administrators will have difficulty facing it. It is implicit in a new point of emphasis in our schools that evolves from such advances as these:

We are moving from the needs of the group or class to the needs of individual children.

We are putting less emphasis on memorizing facts and more on questioning, discovering, and probing.

We are breaking down the restrictive walls of classrooms and seeking learning wherever it can be found throughout the school, from all its staff members, and in the home and community.

We are becoming aware that chronological age alone is a poor factor for organizing children in groups and that grade labels may restrict their educational growth.

We are beginning to recognize that teachers cannot afford to be fearful--of each other, of individual children (no matter how bright they are), and of parents, administrators, and that elusive entity called the "taxpayer," who often comes through when he is involved and convinced of the importance of literally educating every child to his capacity.

Sound educational innovations that will influence school flexibility have one major objective in mind--to improve the amount and kind of learning that takes place in this era of expanding knowledge in the sciences, human relationships, and all other areas of advancing information and insights. Such innovations center around what is in the curriculum, how children are organized individually or with others, when the teaching and learning will occur, and who will handle it.

Many flexible school arrangements affect the educational environments to which our children are exposed these days. Because they exist to only a limited extent, however, your questions regarding the school's experimenting with one or more of them may be timely.

The Nongraded School

The nongraded or ungraded school is just what it says--the lockstep of grade labels has been removed. One teacher stays with the same children for two or three years. Although this procedure has been tried throughout the elementary grades, it has been found most frequently at the lower academic levels. Variations are also used in high schools, in Melbourne and Fort Lauderdale, Florida, for example, where the nongraded aspect is merely one part of a totally changed and liberated educational environment.

Instead of having three "grades," there may be eight or ten levels which provide more flexibility for a child to move up the educational ladder at his own rate. There is less temptation to make a child wait until others catch up, or to fill time with busy work "just to keep him out of mischief"-- or to force him to push ahead faster than he is capable of doing for fear of being left behind. During this upgraded period, the teacher does not have to make a pass-or-fail decision.

If used at the primary level, at the end of three years the youngster will either (1) go into an intermediate ungraded setting if there is one, (2) move to a fourth- or fifth-grade class depending on his achievement levels, or (3) stay another year.

Don't be concerned that children are setting their own pace in this arrangement. They are doing so no more than they now do in most graded systems. Here, too, good teachers can provide both guidance and direction, working toward a broad range of student achievement and continuous advancement rather than an all-do-the-same-thing-at-the-same-time routine.

It may cause some raised eyebrows of parents who have a "now-when-I-went-to-school" attitude, but not for long if you think about how different the children are within your own family and how vastly different must be the needs and abilities of the 25 to 45 youngsters with whom each of yours is grouped in school.

The graded school idea began in 1848 when an administrative framework was sought to provide an orderly way to teach large numbers of children. It was based on classifying children by their chronological age.

Now that we recognize the variations that exist among children of the same age a better answer must be provided to the question of "Why?" -- and those experimenting with nongraded schools are seeking it.

We need both a system to handle the mass of children and a flexibility to work with the individual, and since one must dominate the other it is far better that it be the latter. So goes the reasoning of the nongraded enthusiasts. Pioneering efforts were made to remove artificial grade limitations in Milwaukee and Appleton, Wisconsin, and many others are reported in a key book on this subject by John I. Goodlad and Robert H. Anderson (The Nongraded Elementary School, Harcourt Brace).

Team Teaching

As soon as a second teacher walks into a classroom, the cloistered atmosphere of the self-contained classroom begins to loosen up. Walls and secrecy begin to crumble. But the situation demands teachers who are secure enough within themselves to welcome a co-worker on the premises.

The basic concepts of team teaching include two or more teachers working together and teaching mainly in their own specialty areas, children in large groups but divided into smaller ones when desirable, and a crossing of grade levels to meet youngsters' needs.

The teaching team can consist of one or more "master" teachers, specialists, aides, and apprentices, all under a team leader, but the format and membership can be varied and flexible. In fact, flexibility becomes the keynote of the amount and kind of teacher preparation and presentations and child involvement, and in scheduling, grouping, and teacher-child relationships.

Among major obstacles to team arrangements are teachers threatened by the presence of another professional person, administrators disturbed by the mobility of both teachers and children, and parents who cling to their own childhood experience of one teacher per room. Classroom size in many school buildings is sometimes an obstacle too.

Opponents have characterized team teaching as an "I-teach-you-smoke" arrangement, but how appropriate that label is depends on the integrity of the team members. Others object because they feel that a child profits by a more intensive relationship with one teacher rather than with several--to which the obvious reply is that a teacher cannot possibly be well enough informed on any level to meet children's present needs in science, mathematics, social studies, and all the rest.

It's true that it takes time--perhaps as much as a year--for team teachers to learn to work well together. And if one of the team teachers is replaced, a new one must be broken in; this slows the work, especially if the new teacher has never taught before or has never engaged in team teaching. Also, team teaching takes more time to do well. "But," says one team teacher, "I think children learn more as a result."

No school has to enter the team teaching picture on a big scale. It can be done simply by two cooperating teachers, each teaching in the area of his greatest competency. It needn't cost any more than other school organizational patterns, nor require a full commitment from all the teachers just because a few want to try it out.

Hundreds of school districts have experimented with it, and most feel it enriches the children's environment. Evanston (Illinois) Township High School and schools in Lexington, Massachusetts; Norwalk, Connecticut; and in a number of districts in southern California working with Claremont Graduate School are among those giving it a chance. Articles and books about it are generally on the favorable side, including one edited by Judson T. Shaplin and Henry F. Olds, Jr., called Team Teaching (Harper and Row).

Track Systems

One of the most controversial ways of organizing children in school is on the basis of their ability. Setting up groups--whether by numbers, descriptive labels like "honors," "regular," "basic," and others, or even names of birds--has several purposes in mind. It is to get "like" children together, to make teaching easier, and hopefully to increase the learning of all.

But the plan isn't quite that pat. First of all, children do not "sort out" as neatly as chemicals; some may be fast in arithmetic but a real dud in reading or social studies. Teaching fails to be simplified through this method if the teacher really tries to individualize the materials and meet each child's needs. And mere organization certainly does not increase learning.

Ability grouping, or track systems, are supposed to provide for flexibility, free movement, and easy reassignment based on a youngster's achievements and potentialities. In fact, however, this arrangement often results in freezing a child into a group which may have been appropriate at the start of the year, but not all the way through.

In a way, a nongraded plan provides for tracking adjusted to the child and to his abilities in various subject areas. So is the plan provided in some schools where the five or six fourth-grade teachers get together and agree that they will have five or six levels in each content field; that method provides for having a boy in the top group reading, the third level in science, and the fifth in arithmetic, for example.

Narrowing the ability range of each class will not necessarily result in better teaching or a greater capacity to learn. It may satisfy some parents (of the brighter youngsters primarily) and teachers, but will improve the teaching and learning situation only if accompanied by concrete efforts to identify children's needs and deficiencies and then adapt the educational program to meet them.

Other Challenges to Flexibility

One phase of team teaching that is an innovation in its own right is the practice of employing teacher aides. Parent volunteers, clerical assistants, and former teachers are among those who can help by handling such routine chores as taking attendance, collecting money, and recording grades, or even performing limited instructional tasks--particularly individual tutoring at times. Because such activities may occupy up to one-fourth of a teacher's time, this assistance may be invaluable. (It is vital, of course, that such released time then be used for skilled, professional activities in teaching children!)

The use of teacher aides has met with varying degrees of success in communities as different as Bay City, Michigan; Duluth, Minnesota; and New York City.

The crucial "Why?" question raised at the beginning of this article has been asked in connection with another topic of increasing discussion, the length of the school year and summer vacations. With the strong trend toward city and suburban living, the necessity of children helping on the farm has been tremendously lessened.

So the 12-month school year and summer schools are becoming more common. Some ideas which change the school calendar range from "Head Start" programs for preschoolers to the Rockefeller Foundation-supported "Project ABC" (A Better Chance) for high school boys to get a taste of what Dartmouth, Princeton, and Oberlin are like--from a four-quarter approach with all having a vacation of one quarter (but not all the same three months) to a trimester system which runs for 11 months split into three terms--from teen-agers living with foreign families during the summer to the North Carolina Advancement School for underachieving eighth graders.

The National School Calendar Study Committee (2015 Kenwood Parkway, Minneapolis, Minnesota, 55405) offers a clearing house for information about year-round school programs.

Another school matter on which opinions are strong is class size. "Everyone" says he can do a better job with a smaller group than he can with a large one, but research is still painfully limited. Alvin Eurich of the Ford Foundation concluded that students can do as well on examinations, and in many cases better, "if taught in larger classes by superior teachers." (And therein lies the crux of some of our educational deficiencies, to be met not alone by gimmicks and gadgets but by more carefully selected, better prepared, and more dedicated teachers.) Dr. Charles S. Johnson, former president of Fisk University, entered the class-size controversy when he said, "The small class merely assures the transmission of mediocrity in an intimate environment."

From New York City, where the demands for school innovation and flexibility were so graphically demonstrated by The Blackboard Jungle and Up the Down Staircase, have come the all-day neighborhood schools for disadvantaged youngsters and The More Effective Schools Program. The latter plan as explained by Simon Beagle, chairman of the American Federation of Teachers National Council for Effective Schools, is to combat the growing number of children who are "intellectually dead" before they reach fourth grade.

The answer suggested is in a combination of smaller classes, teacher teams, elementary counseling personnel, teacher aides, additional medical and dental care, and many other factors, as now being practiced in 21 New York elementary schools.

Individualized instruction is a label given to many approaches that try to provide more than lip service to meeting the specific educational needs of each child. Projects, tutoring, programmed learning, track systems, and nongraded classes all fit in. It is based on our awareness that children vary a great deal, and requires flexibility as conscientious teachers try to elevate pupils to their capability levels. Setting up remedial classes, individual-study projects, activities such as debating clubs, fencing, theatrics, and others to challenge the sponge-like brighter ones all are elements in an individualized approach.

We are just entering this phase of teaching, with much, much more coming in the next few years to put each child in the spotlight for special consideration.

Oscar Wilde once wrote: "Discontent is the first step in the progress of a man or nation."

That is why so many new organizational patterns, materials, and techniques are finally being given a chance in some of our schools.

And that is the reason we are less reluctant to raise the single-word question "Why?" about practices and procedures too often considered sacred in the past merely because they have been around for quite a while.

WHAT'S HAPPENING IN EDUCATION?

MATERIALS

Long ago these came: textbooks...hand-held slates...blackboards...

And then there were: motion pictures...slides...filmstrips...

Now we have: computers...programmed learning...educational television...

Some parents and teachers have always viewed school innovations with fear and dismay. Being alarmed by the new and different is now more wide-spread than ever because there are more educational developments on the horizon and more children, school people, and families to be affected by them.

New scientific information alone is edging toward 250 million pages a year. Technical knowledge in industry is doubling every eight years. Our educational costs are approaching the $50 billion mark annually in this, the nation's major growth industry, second only to the defense establishment.

The strong trends toward nursery school and adult education, and college programs for many young people, are accompanied by our growing awareness that we have just begun to scratch the surface of how much children and adults are capable of learning--and of the teaching process as a whole.

The traditional generation lag between experimentation and school practice is rapidly evaporating in these escalating times. Pressures from all sides--government, business, and the professions--demand educational efficiency and change. It is as if we suddenly understood what anthropologist Margaret Mead meant when she said that "nobody is going to die any more in the world in which he was born."

Recent Gallup studies show that most parents are receptive to innovative ideas in their children's education. New approaches (such as team teaching) and new materials (such as programmed learning) receive their strong support.

And industry has vividly demonstrated its interest in contributing to that change. New companies, mergers, and huge allocations of funds provide concrete evidence that business is entering the education market in a big way.

The list is long--General Learning Corporation (a new company formed by Time, Inc., and General Electric, capitalized at $37.5 million), IBM, Science Research Associates, Raytheon, D.C. Heath, Litton Industries, Minnesota Mining and Manufacturing Company, Columbia Broadcasting System, Xerox, RCA, Avco and many others. Often the marriage is between equipment ("hardware") and educational materials ("software"), and usually the objective is twofold, preparing quality products as well as making money from them.

Perhaps you feel that wanting new school materials, devices, and techniques for your children combined with industry's capabilities to provide them will get the job done; but one important link is sometimes missing--a willingness on the part of school people to use them. Gradually they are becoming less reluctant as they realize that ways to teach better and easier are now available, ways that will not take their jobs away.

But to urge on them innovations that appear to be gimmicks and panaceas, to threaten them with esoteric terminology and equipment totally removed from the teaching environment as they know it, and to misinterpret their reluctance as stubbornness or ignorance rather than professional caution (although sometimes it may be the former!)--to do any of these merely slows the change process that is already in motion.

The question is not whether technology will come to education, but how soon and in whose hands. Nor need we concern ourselves unduly about the possibility that a mechanical, dehumanizing force will envelop our children, for the overriding emphasis throughout the vast current literature on educational change is on meeting children's individual needs. Even hard-to-understand verbiage like "feedback," "behavioral objectives," and "input" has its heart in the right place--directly on the child himself and on what he can learn through these new approaches to knowledge and information.

Tomorrow's classroom will include short cuts to learning--but there will also be enthusiasm and the excitement of discovery. It will have mechanical equipment--but it will retain the interaction of children and their teacher. And any educators, school boards, parents, and others unwilling to bring together the best of our human and technological resources may deprive children of the opportunity to work at their own rate, set free from the lockstep of large groups and classes.

Here's What is New

Computer-Assisted Instruction (CAI). Not long ago a well-known educator quoted a child in a fully automated school as saying:

"The only way you can get any attention around here is to mutilate your IBM card."

And teachers have made statements like these:

"After considerable personal experience with 'automated methods' in teaching, I have come to the conclusion that they are fine in their place, but they can be terribly misused by those who are overenthusiastic, uncritical, inexperienced, or careless."

"I begin to suspect that some enthusiasm for mechanization results from painful experience in dealing personally with the little monsters that now fill our schools. It is safer to deal with them remotely through some mechanical device than to be in the same room with them, help them on with their galoshes, and exhort them not to pull up somebody's tulips on the way home."

Experiments and demonstrations already use computers in school programs, but the fully computerized setting that would cause a youngster to utter a sad comment like the first of the quotations above is not yet with us. It will be--but only when the electronic technology becomes simple and reliable enough for everyday school use, when it is economically feasible as a supplement to "live" teachers, and when the course material to be transmitted is as skillfully developed as the equipment that houses it.

This fantastic product that figures speed in "nanoseconds" or billionths of a second (like writing and reading War and Peace in about two seconds!) creates unwarranted worries in the minds of teachers and school administrators. It is no more necessary for them to have complete understanding of the computer's complicated mechanism than it is for the average housewife to understand what makes a telephone "work" in order to speak into it. And in time, communication with the computer will be just as easily conducted.

Its ultimate effect on education has sometimes been compared to the invention of the book, and one reputable source even said its development constituted one of the two recent turning points in human history (the atomic bomb was the other). The personalized service it can provide, its ability to react instantaneously to individual needs, reactions, and responses, and the fact that it never tires, never loses patience, and never is bored should encourage our schools to welcome it as soon as it is available on a practical basis. Both cost and size of computers are rapidly decreasing, at the same time their speed, functions, and adaptability are expanding, even toward being able to follow spoken instructions. When computers are linked to satellites in space it will be possible to transmit data, conduct conversations between classes as far apart as West Bend, Wisconsin, and Paris (and farther, too), beam education into the earth's most remote villages, and tap resources in laboratories and libraries everywhere in the world with the ease of pushing a button or dialing a number.

Before considering computer uses in education, a brief look at its potential contribution to all of us is appropriate. During an operation, for example, medical profiles of patients and current symptoms can be fed into a computer, compared with a norm, and the operating team can be alerted to impending trouble before anyone is aware it is developing. Factors related to combating pollution, solving traffic-congestion problems, increasing factory and office productivity, assisting in legal research, untangling complicated mathematical and scientific formulas, and even balancing the family checkbook will all be sorted out effortlessly and in a flash.

As startling as are its potential contributions to home and industry, what it will offer children and their teachers may bring even more surprises in the next 10 or 15 years. For example, by the ability to gather, store, retrieve, and use information, it can help do a more systematic job of counseling students. On the basis of Johnny's grades, test scores, interests, health record, teacher evaluations, and personality factors, it can help guide him toward courses he should study and the career for which he is best suited.

In fact, Launor F. Carter, senior vice president of System Development Corporation, reported that a school counselor might receive messages like this from the computer after it processes student data:

1. Student's grades have gone down quite a bit. Ask about this in interview. Possibly there are personal problems.

2. This student should be watched closely. He will probably need remedial courses.

3. Student is a potential dropout.

4. Should be headed for college. Encourage student to explore widely in academic areas.

5. Low counseling priority. No problems apparent.

6. Student should improve verbal skills. If not, student may not be able to attain desired academic goals.

A math lesson may be "stored" at Stanford University or at the University of California, Los Angeles, and a little girl in Larchmont, New York, will be able to type answers to questions the computer asks about it, and to receive hints and responses to her individual questions; this one-to-one relationship, geared to the specific abilities and needs of each student, is what we always have sought in education but never have been able to accomplish or afford.

What the computer does depends directly on what the student does. A wrong answer may prime the computer to lead the student toward some much-needed drill so that he can get back on the right track. A series of correct responses might bring words of praise from the computer, and perhaps even a jump over a series of questions or problems that are obviously too easy for a bright student. The computer itself is programmed to handle almost any possible response or reaction from the students who use it, providing repetition, challenge, and encouragement as the actions of the student warrant them.

Here will be a chance to sharpen the learning process for the quick ones who will move ahead, for the slow ones whose teachers will now have more time for them, and for all the rest who can be stimulated to progress to a large extent on their own.

Drill on skills and facts, a personal tutorial approach, even a dialogue between the computer and the student will be some of the advantages, and it will never nag or be tempted to give up in despair. The computer--and the programming that goes into it, by far the most crucial part of the whole arrangement--are oriented toward success (for learning takes place best when a child succeeds) and toward flexibility (for even the same youngster requires varying stimulants and techniques to keep him interested, eager, and achieving).

But no matter how ingenious and competent it is, it will not take the place of a good teacher. Children will always need flesh and blood teachers for human warmth and understanding and for the development of personality through interpersonal relationships. The computer can give children a chance to learn more from the burgeoning storehouse of knowledge and information now available to them, but for the foreseeable future it is the teacher who will set up the objectives and decide what should be taught and by whom. The teacher's role may be altered, but no replacement is in sight as he works hard to satisfy children's curiosity and the need to explore and be creative.

This equipment also has non-teaching contributions to make to education.

The laborious task school administrators face each semester in scheduling classes, teachers, students, rooms, and hours will become as outmoded as the "rumble seat." Experimentation at Wayland High School (Wayland, Massachusetts), Ridgewood High School (Norridge, Illinois), and Pascack Hills High School (Montvale, New Jersey) has demonstrated that a master schedule can be constructed more accurately and infinitely quicker when harnessed to a computer.

Much school record-keeping (including accounting, grades, attendance, enrollment predictions, and test scores) ultimately will be computerized--a rather pleasant thought. The school can then devote practically all of its time to learning and teaching!

More than computerized schedule-making and record controls are already in operation. Prime examples are the first graders' program of mathematics by computer at Brentwood School (East Palo Alto, California), research and student involvement at Oakleaf School in Whitehall, Pennsylvania, the Center for Computer Assisted Instruction at Florida State University, the "dial-access" learning system at Ohio State University, and experimental efforts in Philadelphia, Cleveland, and Scarsdale. And then there is the "talking typewriter" of Dr. Omar K. Moore, used with very young children, with its implications for reading and other communication skills. Most of these approaches have been developed at universities, including Stanford, Penn State, and the Universities of Illinois, Michigan, and California.

In the midst of controversial claims and accusations about the computer and its future a recent statement by David Sarnoff seems particularly reasonable:

"...It is perhaps necessary to point out that the computer is still a thing--that it cannot see, feel, or act unless first acted upon. Its value depends upon man's ability to use it with purpose and intelligence...The task ahead will be to assign to the machine those things which it can best do, and reserve for man those things which he must provide and control."

The modern school includes even more. It may be hard to believe when you hear about all the changes in education these days, but only about one percent of the education budget in this country is for learning media and instructional aids. It seems that an avalanche of new materials and equipment has entered the school market just since 1960, forcing conscientious and creative teachers and administrators to place each real advance in a niche where it can help children learn more and better.

More and more you will hear new terms like "a systems approach" or "instructional systems." "Packaged curricula" is a label used by Theodore R. Sizer, dean of Harvard's Graduate School of Education. To use in isolation all or even some of the items listed in the accompanying box can result in fragmenting a school program when it needs as much order and cohesion as possible. So a unified "systems" (or systematic) view is desirable.

Many educational innovations now available can be fit into the school schedule, preferably related to other new approaches or used alone, if necessary.

Although Medicine Bow, Wyoming, is far from Washington, D.C., New York, and Houston, the Wyoming students can discuss war and politics with a senator, music with Leonard Bernstein, and physics and space travel with a NASA official even though the authorities may be located in the big cities and the children in their rural classrooms. And if the planning can be accomplished enough in advance, these discussions can edge nicely into their proper place in the curriculum. It is all accomplished through blackboard-by-wire, one telephone line carrying the conversation, and the second carrying the blackboard images.

Some of the other schools and colleges which have capitalized on the new technology include the following:

--Skokie Junior High School (Winnetka, Illinois), which has a learning laboratory where students can work on individual projects using various kinds of educational equipment.

--Oklahoma Christian College (Oklahoma City), which has individual study carrels where students can flip on tapes of their professors' lectures, and the instructional laboratory at the University of Wisconsin.

--New Trier High School (Winnetka, Illinois) and six cooperating elementary schools which use video tape programs.

--Rochester, New York, schools, which use teacher-student produced 8-mm. films in a plan called "Project Beacon."

--Oakland Community College (Bloomfield Hills, Michigan), which uses a complete systems approach where the emphasis is always on the learner, always keeping his individual needs and abilities in mind.

Among the most valuable and least appreciated of all the current innovations is "programmed learning." Subjects to be taught are analyzed, organized in an orderly way, and then "programs" are written for the subjects. When a child studies the material, he can move at his own speed and know at every step of the way how well he is performing. Of all the new ideas in education, this one has to date been the most capable of giving a youngster his own private tutor, whether he is bright, slow, or "average."

Published programs cost very little, and are available in such varied subjects as study skills, latitude and longitude, using the dictionary, the Bill of Rights, forecasting the weather, VD education, and how scientists think and work. It is excellent example of learner-centered material that motivates a child to move along successfully.

Industry and the military extensively use programmed learning for teaching tasks, and the schools are finally beginning to get into the act. Most teachers now understand that "the program" no more replaces them than the automatic dishwasher replaces the housewife. And programs are just about as welcome by those who have used them.

One educator said that programmed learning is a vehicle that lets us "see children learn who otherwise would not have learned," and it helps "remove frustrating, devastating aspects of failure to learn." But it has even broader values, as it frees teachers for other teaching activities and provides much-needed individual attention.

Living up less to its original promise is another innovation--educational television, sometimes referred to as education's most underdeveloped resource. Despite isolated successful efforts such as the Chicago Junior College of the Air and the Hagerstown, Maryland, closed-circuit project, it has not yet become an integral part of the education picture. Looking through the window, wanting to enter, having much to offer, still TV has never fully realized its potential despite the more than 100 educational television stations that reputedly reach 36 million students.

The trend toward putting television shows and lessons on film may make it much easier for the curriculum to absorb them. Then, the rich possibilities of commercial, educational, and closed-circuit television may really begin to blossom, for this medium has great contributions to make.

It can take education to those not able to go to school, bring expert teachers to a vastly widened audience, and exhibit rare and expensive demonstrations and experiments. So our eye might be kept on a widely held prophecy--that television will make a major breakthrough into our schools during the next five years.

All of these educational developments--the computer, programmed learning, educational television, and the many kinds of instructional media--demand a new kind of school building in which to make their contributions. Architects working closely with school administrators and school boards have shown tremendous creativity in recent years.

Replacing the prison-like structures of the 1920's are functional designs in which communities take great pride. They include full "educational parks" (Fort Lauderdale, Florida), giant domes and center courts (Andrews, Texas), circular buildings (Douglas School, Flowing Wells School District, Tucson)--and rooftop play areas, snail-like spirals, huge rooms that can be partitioned, large learning or instructional centers, ramps, study carrels, and room for all the teaching equipment a modern school must use.

The objective is to adapt the educational program and the land and funds available to the students and their needs. Design and beauty are given strong consideration, and so are comfort, quiet, and the most important thing of all, a setting to help meet children's learning needs. After all, they spend a large part of their day in school, and it's about time we broke loose from the dismal box-type structures of the past.

A leadership role in school architecture has been provided by the Educational Facilities Laboratories, 477 Madison Avenue, New York, New York, 10022.

Changes in curricular content, technology and materials, and school buildings have not developed out of a vacuum. Congress recently has stimulated much of the thought and action, as shown by The Elementary and Secondary Education Act of 1965, which so strongly stressed innovation in the schools.

Many agencies are part of the effort to see that change both continues and speeds up: Regional Educational Research Laboratories; Educational Research Information Centers (clearing houses for research results and materials); Research and Development Centers (located at a number of large universities); Instructional Materials Centers (collection and dissemination of improved teaching materials); Educational Products Information Exchange.

Perhaps the most true truism about schools today is that the status quo is only momentary or even nonexistent.

Many years ago a wise man said, almost as if he were forecasting our current educational picture, "Limit not thy children to thine own ideas. They are born in a different time."

SOME OF THE ORGANIZATIONS CONTRIBUTING TO THE CURRENT MAJOR BREAKTHROUGH IN SCHOOL CURRICULUM

American Anthropological Association	1530 P Street, N. W. Washington, D. C. 20005
American Association for the Advancement of Science	1515 Massachusetts Avenue, N. W. Washington, D. C. 20005
American Council of Learned Societies	345 East 46th Street New York, New York 10017
American Geological Institute	1444 N Street, N. W. Washington, D. C. 20005
American Historical Association	400 A Street, S. E. Washington, D. C. 20003
American Mathematical Society	190 Hope Street Providence, Rhode Island 02906
American Sociological Association	1755 Massachusetts Avenue, N. W. Washington, D. C. 20036
Association of American Geographers	1146 Sixteenth Street, N. W. Washington, D. C. 20036
Commission on English, College Entrance Examination Board	687 Boylston Street Boston, Massachusetts 02116
Educational Research Council of Greater Cleveland	Rockefeller Building, 4th Floor Cleveland, Ohio 44113
Educational Services Incorporated	Watertown, Massachusetts 02172
Foreign Policy Association	345 East 46th Street New York, New York 10017
Joint Council on Economic Education	1212 Avenue of the Americas New York, New York 10036
Mathematical Association of America	University of Buffalo Buffalo, New York 14222
Modern Language Association	4 Washington Place New York, New York 10003
National Academy of Sciences	2101 Constitution Avenue, N. W. Washington, D. C. 20037
National Council for Geographic Education	Illinois State University Normal, Illinois 61761

National Council for the Social Studies	1201 Sixteenth Street, N. W. Washington, D. C. 20036
National Council of Teachers of English	508 South Sixth Street Champaign, Illinois 61822
National Council of Teachers of Mathematics	1201 Sixteenth Street, N. W. Washington, D. C. 20036
National Science Foundation	1951 Constitution Avenue, N. W. Washington, D. C. 20550
National Science Teachers Association	1201 Sixteenth Street, N. W. Washington, D. C. 20036

PROJECTS IN THE SCHOOL CONTENT SUBJECTS

From one end of the country to another the ferment is on. Experimentation and research permeate every aspect of the curriculum, and affect every subject our children study. If we're lucky, our schools know about them -- use them -- learn from them.

A list of school content projects prepared today will be less than complete tomorrow. But here are some of the most important ones that are shaping our child's present and future.

Project	Address	Director
Science		
Biological Sciences Curriculum Study	University of Colorado P. O. Box 930 Boulder, Colorado 80302	William V. Mayer
Chemical Bond Approach Project	Earlham College Richmond, Indiana 47375	Laurence E. Strong
Chemical Education Material Study	Lawrence Hall of Science University of California Berkeley, Calif. 94720	George C. Pimentel
Commission on Science Education	American Association for the Advancement of Science 1515 Mass. Ave., N.W. Washington, D.C. 20005	Leonard M. Rieser
Earth Science Curriculum Project	P. O. Box 1559 Boulder, Colorado 80301	Ramon E. Gisque
Elementary School Science Project	Utah State University Logan, Utah 84321	John K. Wood
Elementary Science Study	Educational Services Incorporated P. O. Box 415 Watertown, Mass. 02172	Charles Walcott
Harvard Project Physics	Pierce Hall Harvard University Cambridge, Mass 02139	F. James Rutherford
Intermediate Science Curriculum Study	Kellum Hall Basement Florida State University Tallahassee, Fla. 32306	Ernest Burkman

PROJECTS IN THE SCHOOL CONTENT SUBJECTS (Cont'd)

Project	Address	Director
Science (Cont'd)		
Introductory Physical Science Program	Educational Services Incorporated 164 Main Street Watertown, Mass. 02172	Uri Haber-Schaim
Oakleaf Individualized Elementary School Science	Learning Research and Development Center Univ. of Pittsburgh Pittsburgh, Pa. 15213	Robert Glaser
Physical Science Study Committee	Educational Services Incorporated 164 Main Street Watertown, Mass. 02172	Jerrold R. Zacharias
School Science Curriculum Project	805 W. Pennsylvania Ave. Urbana, Illinois 61801	Richard F. P. Salinger
Science Concept Development in the Elementary School Through Inquiry Training	University of Illinois 805 W. Pennsylvania Ave. Urbana, Illinois 61801	J. Richard Suchman
Science Curriculum Improvement Study	Department of Physics University of California Berkeley, Calif. 24720	Robert Karplus
Science Manpower Project	Teachers College Columbia University 525 W. 120th Street New York, N. Y. 10027	Frederick L. Fitzpatrick
Secondary School Science Project	171 Broadmead Avenue Princeton, N. J. 08540	George J. Pallrand
University of Illinois Elementary School Science Project	805 W. Pennsylvania Ave. Urbana, Illinois 61801	J. Myron Atkin and Stanley P. Wyatt, Jr.
Mathematics		
Boston College Mathematics Institute	Chestnut Hill Massachusetts 02167	Stanley J. Bezuszka

PROJECTS IN THE SCHOOL CONTENT SUBJECTS (Cont'd)

Project	Address	Director
Mathematics (Cont'd)		
Cambridge Conference on School Mathematics	108 Water Street Watertown, Mass. 02172	**
Computer-Based Mathematics Instruction	Venturn Hall Stanford University Stanford, Calif. 94305	Patrick Suppes
Greater Cleveland Mathematics Program	Rockefeller Building 4th Floor Cleveland, Ohio 44113	George H. Baird
The Madison Project	Webster College 8356 Big Bend Boulevard Webster Groves, Missouri 63119	Robert B. Davis
Minnesota Mathematics and Science Teaching Project	720 Washington Ave. S.E. Minneapolis, Minn. 55414	James H. Werntz, Jr.
School Mathematics Study Group	Cedar Hall School of Education Stanford University Stanford, Calif. 94305	E. G. Begle
University of Illinois Arithmetic Project	Educational Services Incorporated 372 Main Street Watertown, Mass. 02172	David A. Page
University of Illinois Committee on School Mathematics	1210 W. Springfield Urbana, Illinois 61801	Max Beberman
University of Maryland Mathematics Project	University of Maryland College Park Maryland 20742	John R. Mayor
Social Sciences		
Adirondack World Affairs Resources for Education	AWARE Center 485 Glen Street Glen Falls, N. Y. 12801	Harold M. Long

** A Group Approach

PROJECTS IN THE SCHOOL CONTENT SUBJECTS (Cont'd)

Project	Address	Director
Social Sciences		
Anthropology Curriculum Study Project	5632 Kimbark Avenue Chicago, Ill. 60637	Malcolm Collier
Committee on the Study of History ("The Amherst Project")	Amherst College Amherst, Mass. 01002 (in cooperation with the Newberry Library, Chicago)	Richard H. Brown
Curriculum Development Center	Carnegie Institute of Technology Pittsburgh, Pa. 15213	Edwin Fenton John M. Good
Curriculum Development in Social Studies	San Francisco State College 1600 Holloway Avenue San Francisco, Cal. 94132	Hilda Taba
Elkhart Indiana Experiment in Economic Education	Purdue University c/o Dept. of Economics Lafayette, Indiana 49407	Lawrence Senesh
Greater Cleveland Social Science Program	Rockefeller Building 4th Floor Cleveland, Ohio 44113	George H. Baird
High School Geography Project	P. O. Box 1095 University of Colorado Boulder, Colorado 80302	Nicholas Helburn
NCA Foreign Relations Project	Room 740, 53 W. Jackson Boulevard Chicago, Illinois 60603	Jerry R. Moore
Project Social Studies	U. S. Office of Education U. S. Department of Health, Education, and Welfare 400 Maryland Avenue S.W. Washington, D. C. 20202	*

* A Series of Projects

PROJECTS IN THE SCHOOL CONTENT SUBJECTS (Concl'd)

Project	Address	Director
Social Sciences (Cont'd)		
Secondary School Project	The Eagleton Institute of Politics Wood Lawn, Neilson Campus New Brunswick, N. J. 08901	Donald N. Riddle
Service Center for Teachers of History	400 A Street, S. E. Washington, D. C. 20003	Robert L. Zangrando
Social Studies Curriculum Development Center	University of Minnesota Minneapolis, Minn. 55455	Edith West
The Social Studies Curriculum Program	Educational Services Incorporated 44-A Brattle Street Cambridge, Mass. 02138	Elting E. Morison
Sociological Resources for Secondary Schools	503 First National Bank Building Ann Arbor, Mich. 48108	Robert C. Angell
World History Report	Dept. of History Northwestern University Evanston, Ill. 60201	L. S. Stavrianos
English		
NEA-Dean Langmuir Project on Improving English Composition	1201 Sixteenth St., N. W. Washington, D. C. 20036	Charles E. Bish
Project English	U. S. Office of Education Dept. of Health, Education, and Welfare, 400 Maryland Ave. S. W. Washington, D. C. 20202	*
Health and Physical Education		
Greater Cleveland Physical Education Program	Rockefeller Building 4th Floor Cleveland, Ohio 44113	George H. Baird
School Health Education Study	1201 Sixteenth St., N.W. Washington, D.C. 20036	Elena M. Sliepcevich

* A Series of Projects

SOME THOUGHTFUL COMMENTS ON INNOVATION IN EDUCATION

During the 1960's the orderly development of these devices should not be marred by premature enthusiasm on the one hand nor misguided antagonism on the other. By 1970 a decade of experimental research on human learning, and application of the results to self-teaching devices and materials, should have made the best of these an adjunct to the teaching process that no school could afford to be without... The best self-teaching devices and programs have proven remarkably effective, and students seem to enjoy working with them. Wisely used, they can remove a load from overburdened teachers, and give each student the luxury of a private tutor who proceeds at a pace determined by the student."

> Goals for Americans, .President's Commission
> on National Goals, 1960, p. 90.

* * *

"Change, which is spectacular, is sometimes brutal in its effects. It should never be forgotten that now change is all-prevading and there is no vaccine which education can take and become immune.

"I will state flatly that unless educators, as individuals and within their organizations, begin to sense this whole pattern of revolutionary development and devise ways of living with it, they will either go the way of the dancing master and elocution teacher or become second level technicians in an enterprise operated by other elements of our society."

> Finn, James D., "A Revolutionary Season,"
> Phi Delta Kappan, April, 1964, pp. 350, 351.

* * *

"Programmed instruction brings into clearer focus than any other preceding change in education the basic question of the purposes of education in a democracy and the way in which these purposes are developed."

> Meierhenry, Wesley C., "A Point of Transition,"
> Trends in Programmed Instruction, edited by
> Gabriel D. Ofiesh and Wesley C. Meierhenry,
> National Education Association, 1964, p. 272.

* * *

"The task of creating programmed material represents an intellectual feat of the first order... Students, henceforth, can go as far and as fast as they choose in many areas. Self-education, for the first time, begins to have a real meaning and a real place in the educational program... With the spread of this type of instruction, new importance will be placed upon the teacher's ability to inspire and to lead, with the result that the teacher's influence will be felt to a far greater extent in the life of the student. With this new influence, teachers will be accorded the greater respect they richly merit."

Gallup, George, The Miracle Ahead, Harper and
Row, Publishers, New York, 1964, pp. 88, 89.

* * *

"Schools should make use, with proper supervision, of self-instructional materials and devices (programmed instruction) that facilitate varied learning opportunities and continuous progress for learners of widely divergent abilities. The use of programmed instruction should be accompanied by a vigorous program of research and experimentation." (p. 100)

"The economics alone may make programmed instruction at least as important an innovation as standardized tests were in 1926, for good or evil. Educators will have to be astute to capture the best of the possibilities." (p. 102)

National Education Association, Schools for
the Sixties, New York, McGraw-Hill Book
Company, Inc., 1963.

* * *

"...technology will free education from limitations of space, staff and time."

may "eliminate the school, the college and the university as we have understood them...collections of buildings necessary to bring together students, teachers, books and laboratory equipment."

Hutchins, Robert M., quoted in the Instructor,
January, 1967, p. 12.

* * *

WHAT'S HAPPENING IN EDUCATION?

Media in the Classroom

How many of these educational materials and equipment do your schools use?

Computer-assisted instruction and data-processing equipment

Programmed texts

Recording equipment -- audio and visual

Telephone and tele-lecture communication

Language laboratories

Slides and filmstrips (with and without recordings)

Single-concept 8 mm films (and accompanying cartridge projectors)

16 mm educational films

Overhead, opaque and micro-projectors

Closed circuit, educational and commercial television

Teaching kits

Radio

Models and miniaturized materials

Videotape recording equipment

Files of transparencies, photographs, charts, posters, graphs, etc.

Libraries of films and tape recordings

Do they use others?

THROUGH CHILDREN'S EYES

Willard Abraham

Arizona State University
(on leave)

THROUGH CHILDREN'S EYES

Sometimes we become so lost in thinking about ourselves that we forget the children, the real reason for it all. As almost any parent of a teenager will tell us, it's practically impossible to see things through the eyes of children. Because our own childhood was so long ago we can't recall it exactly as it was, and even if we could, looking through childish eyes of the 1960's is far from the way it was in 1950, 1940, or 1930. We don't share the same problems, ours so frequently being centered around money, jobs, sickness, or death, and theirs (just as crucial to them) in the areas of being left out, talked about, ignored, or teased.

The solution to many of our teaching problems will be built right into the source of these problems. Being able to delve into what makes children act as they do may come through child development courses and textbooks, but it can come even more readily through books, stories, and other sources that show us children as they really are.

For example, do you remember a particularly touching scene in Thornton Wilder's play, Our Town? It's the one about the little girl, grown up, who attempts to re-live her twelfth birthday, and how difficult it was for her to do so. It was also difficult for the audience to see her problems in recapturing this birthday, when her parents looked as they had looked then, to see all this through her eyes.

Maybe, if you're old enough, you recall the old silent motion picture version of Stella Dallas, with Belle Bennett in the starring role. Here, too, it was a birthday party scene that helped us see an event through a child's eyes, and how that view differed from the one of her mother. Stella, who was not respected by anyone for several reasons, decided to invite all the children in the neighborhood and in her daughter's classroom. The apartment was gaudily decorated, and Stella had made dresses for herself and the girl, both in bad taste but colorful. At three o'clock they lit the cake and darkened the apartment. Three-thirty. Four o'clock. Four-thirty. No one came to the party. The little girl was distraught, but tough Stella took it all in stride. Think. Doesn't an event like that make an emotional impact on a young child, affect her relationships with other children and with her mother?

There are many other materials that can help us understand how children think and why they act as they do. They need not always be limited to some of the stodgy child development tomes used as course textbooks. They can include; (1) episodes from the beginning of Of Human Bondage by W. Somerset Maugham, with Philip as a club-footed boy, and the problems he faced, emotional problems of a handicapped child, taunted, teased, chased, and badgered by the curious youngsters who attended the private school which he attended, (2) efforts by Margaret Lee Runbeck to understand the machinations of a five-year-old in Our Miss Boo, (3) Jennifer Owsley's A Handy Guide to Grownups, (4) Robert Fontaine's childhood in The Happy Time, and (5) an older attempt by Blanche Weill in her book called Through Children's Eyes.

We might even include one of the most creative efforts of a four-year-old that provided insights no textbook has approached. It appeared first in the July 1, 1939 issue of The New Yorker. The introduction said that it was sent in by a mother who called this a song, or a chant, or a poem by her four-year-old son, and he sang it every night in the bath tub. It seemed to go on practically forever, she said, like the Old Testament. She was able to copy down down only part of it. It was sung entirely on one note except that his voice dropped on the last word in every line.

"He will just do nothing at all,
He will just sit there in the noonday sun.
And when they speak to him, he will not answer them,
Because he does not care to.
He will stick them with spears and put them in the garbage.
When they tell him to eat his dinner, he will just laugh at them,
And he will not take his nap, because he does not care to.
He will not talk to them, he will not say nothing,
He will just sit here in the noonday sun.
He will go away and play with the Panda.
He will not speak to nobody because he doesn't have to.
And when they come to look for him they will not find him,
Because he will not be there.
He will put spikes in their eyes and put them in the garbage,
And put the cover on.
He will not go out in the fresh air or eat his vegetables
Or make wee-wee for them, and he will get thin as a marble.
He will not do nothing at all.
He will just sit there in the noonday sun."

Little boys fall down and we tell them to forget it, "act big", and years later their wives wonder why they often act unsympathetically and without feelings. Children sometimes pull tightly the shutters to their problems and then do as the lonely little girl did in an oft-repeated story, left hidden in a tree a note that said, "To whoever finds this -- I love you." Or they more humorously reveal the communication problem adults and children have as in the incident described by Dr. Paul Witty of Northwestern University, the little girl so disappointed when a shrimp cocktail she had ordered in a restaurant came to her -- when she had assumed it was going to be a special kind of drink for a child.

How little understanding we have of the sensitivities of children is apparent when we observe the use of sarcasm, bullying and discourtesy toward them by both teachers and parents, even more than by other children. Many hurts we inflict on children can be avoided, the singling out of the shy individual for embarrassingly special attention, the faulty conclusions arrived at regarding the sleepy boy who delivers papers morning and night and is embarrassed before his friends by a tactless teacher, the rudeness of constant autocracy and bossiness from the front of the room.

The sense of humor, slang, and interests of children obviously call for current, almost day-by-day adjustments on the part of adults with whom they live and work. However, we can not generalize about them for all children. From an unusual source (Danny Kaye) came a good piece of advice: "...you can't bring health and happiness to a million children by signing a paper or waving a wand. It has to be done child by child."

These individual needs are on the conscience and minds of teachers every day, and it won't take long for us to feel them -- and to see how necessary it is to make every effort to see and understand the world through the eyes of children. The specifics of this task include learning how to interpret, use, and add to cumulative records, analyzing the meanings behind IQ and other test scores, and knowing the symptoms of illness. They mean realizing that a "slow learner" can be a very bright child who is only working up to his grade level as well as a borderline mentally retarded child who is achieving to the limits of his ability, that individual attention applies to the kindergarten child who can read, as well as to the sixth grader who can't.

Working with children as distinct personalities means the development of techniques too, techniques for meeting the needs of one child without neglecting the rest, of moving around the room to fulfill the guidance function in its best sense, and of seating the children so that needs based on size, vision, and hearing are all met. We know now how great is the need of the regular classroom teacher to identify children who differ from the so-called normal, and to adapt the program to them or referring these exceptional children to specialists if the school or school system has them.

INDIVIDUAL DIFFERENCES

Willard Abraham

Arizona State University
(on leave)

INDIVIDUAL DIFFERENCES

Choose any age you want to and select 10 children at random. Their range in height and weight may be 12 inches or more and 15 to 25 pounds. Do the same with a group of adults, and you'll have some who "look young" or "old" at 20, 30, 40, or 50 years of age.

Look into almost any elementary classroom and you will see a range of five to eight years based on knowledge, capacity, and achievement. In fact, if the lowest eighth grader is moved down to the fourth or fifth grade, he might still be the lowest achiever in the class, or at least below the class average. Similarly, the brightest fourth grader moved up to eighth grade may set the academic pace there just as he did in his own room. (And still, a few myopic teachers stubbornly argue, "I want to teach 4B and not 4A. I just can't teach 4A!", the former referring to the first semester of fourth grade, the latter to the second semester.)

Such observable traits are just the outside coverings. What about the developments and activities within, the differences in getting along with people, manipulating little pegs, running a race, speaking, hearing, or seeing clearly?

That our emphasis in the United States has been on the average child and adult is a point for current discussion, but also one that attracted attention more than 100 years ago. As far back as 1835 a relatively dispassionate observer stated: "There is no class, then, in America ... by which the labors of the intellect are held in honor ... A middling standard is fixed in America for human knowledge."*

Adam Smith and others of his time felt the emphasis on the average was because of the close similarity in traits man inherits, with differences evolving from the environment to which he is exposed. A source as modern as The West Side Story also emphasizes that point, with the similarity in emotions and goals accentuated by the customs and education to which one is exposed in the formative years.

Our tendency to be satisfied too frequently with the stunted growth of a large part of our population should weigh heavily on our collective national conscience, and on every teacher, school administrator and parent individually. It should rest even more directly on the conscience of those who prepare teachers in our colleges and universities, ignoring as many do, the differences in backgrounds and opportunities of children, the place of poverty, prejudice and ignorance. Full-page newspaper picture stories of how migrant children often live tell part of the story. So do dropout figures, delinquency charts by neighborhoods, and income patterns as they contrast across the country. So do the accomplishments of projects like the "Higher Horizons" effort in New York and "Careers for Youth" in Phoenix as they attempt to stem the tide of negative goals for "less-chance" children.

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*Alexis de Tocqueville, Democracy in America, Vol. I, New York, Alfred A. Knopf, Inc., 1945, p. 52.

There is little expectation that the heredity-environment, nature-nurture arguments will die away completely during our lifetimes; but there is hope, at least, that we will recognize the importance of each factor and go on from there. The practical demands of a divided world force us to pull out of the morass of classical arguments in psychology and education, accept the most reasonable conclusions, and move ahead into the multitude of current problems.

For example, even though a few newspaper columnists have in recent years attempted to fan the old fires of racial inferiority, most persons subscribe to the conclusions expressed by Brameld. In his effort to stress similarities of groups, without ignoring the importance of differences among individuals, he wrote:

> "...with all their differences, races and nationalities everywhere possess similar endowments. On this score, those of our century who insist upon the innate inferiority of some and the innate superiority of others deserve to be excused far less readily than those who held such a belief in centuries past. Whereas the latter belief was completely untested, today it has been thoroughly tested--and found false. Anthropologists and social psychologists are agreed that, both biologically and psychologically, no scientific basis exists for the view that large human groups are above or below others in their inherent structures or capacities. Given opportunity for comparable nourishment, comparable medical care, comparable education, the typical Chinese coolie from Nanking is equal in energy, muscle, passion, and intelligence to the typical American clerk from Saginaw."

In this emphasis on similarities among peoples, Brameld concludes:

> "...it would seem that, among other things, they generally make love; they nourish themselves; they take care of their bodies; they play; they work; they learn; they worship; they create aesthetically; they make rules; they sorrow; they communicate; they govern; they shelter and clothe themselves; they protect one another; they count; they possess; they visit and trade; they cooperate and organize."*

This emphasis on similarities, and acceptance of it as a national philosophy, has resulted in some strange conclusions as "similarities" are equated with "equality." Epitomizing the problem is the statement that has almost become a by-word: "There is nothing so unequal as the equal treatment of unequals."

As a teacher it is vital to recognize equal potentialities among groups of children, but it is just as important to understand the differences individual children possess:

> Children are not equal biologically, in their native gifts, nor in their achievements. Practically every human being deviates from the so-called normal in some important ways. Equality of opportunity and before the law rather than of endowment must be our theme. Although we all can't hit home runs, we all deserve our chance at bat.

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*Theodore Brameld, Education for the Emerging Age, New York, Harper and Row, 1961, pp. 127, 128.

We like the idea that "all men are equal" and also the one that says "may the best man win"--but aren't they in conflict? Being equal, being "as good as" another person is hardly true as we look at our physicians, lawyers and sales clerks, and realize that there are even great variations in the technical skills of persons in the same work.

In our society performance of an individual often determines his status, but that is not so in most of the world's societies; the social fluidity we are so proud of is somewhat less universal in our country than many of us want it to be, but it is still one of the major ways in which we differ from many others.

The academic lock-step, the assembly-line doctrine, which moves all children ahead at the same pace in many of our schools, regardless of their intelligence and abilities, has been supported in the past by those who feel that comparisons should be avoided at all costs, and that "any school system in which one child may fail while another succeeds is unjust, undemocratic, and uneducational."* Is that practice "undemocratic"--or is it more so to enforce a rigid promotion and curriculum policy that fails to recognize individual differences?

In several of his writings, John Gardner has cautioned teachers and others to avoid arrangements which diminish the dignity of the less able, to preserve the principle of the multiple chance, and to recognize that there are many kinds and levels of excellence (respecting both our plumbers and our philosophers, or neither our pipes nor our theories will hold water!).

The importance of individual differences applies on the college level, too, and in a very practical way. "Giving a college career" to all who ask for it will certainly not work out, no matter how much we would like to think it might. Waste and injustice step into the picture for the unqualified as well as for the able ones from whom time is being diverted.

Differences among children increase as they grow older. There is a spread in physical characteristics, but in emotional and intellectual patterns, too. The realistic teacher fully understands that his objective is to increase those differences rather than to eliminate them, to help children stretch to their capacities. The more he teaches them the more unlike they will become.

Anthropologists have paved the way for us not to accept differences among people as unchanging and unchangeable--that is, if we read what they have to say on this subject! Margaret Mead, for example, in her early South Seas studies concluded that human nature is flexible and yielding, that adolescence is a period of "storm and stress" only in certain cultures, and that conflicts result when youth are prepared for a world they will never know.

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*Johnson, Marietta. Youth in a World of Man, New York, The John Day Company, Inc., 1929, p. 13.

> Small mounds of ability can often give teachers a hint of where a peak may be developed; to capitalize on such hints requires a precise use of child study information available, a task too seldom followed because of teacher limitations in time or ability.

> A crucial under-current of the tendency to assume that all "normal" children are alike and to teach them accordingly was pointed out by Williams when he wrote that "We are contributing to the too-prevalent tendency toward regimentation which can make any people easy prey to dictatorship. If, however, we want to foster the love of freedom, we will teach as if we really believed in individuality and its importance to free men; we will teach the children about individuality; we will ourselves seek to learn more about it, and we will accommodate as well as we can the education that we give to the needs of individual pupils."*

Based on these efforts to direct our attention to individual differences of children, two basic conclusions can be drawn; (1) Diverse educational programs must be developed to take care of individual diversity, and each of these programs must have both stature and respect; (2) we must be alert to our error if later on we note only obvious mental and physical differences and permit the faceless mass of the "average" to drift through.

John H. Fischer, President of Columbia University, summarized a sensible point of view when he wrote:

> "If our schools are to be genuinely dedicated to individual fulfillment, our work must go far beyond merely recognizing individual differences in the sense that we ordinarily do. What is required is genuine respect for such differences, respect which carries us to the point of giving all our pupils adequate attention and comparable encouragement. The regard for personal worth which is the fundamental principle of our culture is justification enough for such an approach. But if we want a more practical reason, we can remember that in a democratic society it is the quality of the ordinary citizen which ultimately determines the course and destiny of the nation."**

Maybe that clarifies the task as a teacher. It certainly doesn't ease it, however. But nobody who really knows ever believes that teaching is an easy way of earning a living.

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*Williams, Roger J. Free and Unequal, Austin, University of Texas Press, 1953, p. 79.

**Fischer, John H. "Our Changing Conception of Education," Phi Delta Kappan, October, 1960, p. 19.

INDIAN CULTURES

SECTION I - INDIAN CULTURES (Component Parts)

- Language
- Political Systems
- Education
- Family
- Religion
- Values
- Housing
- Clothing
- Food
- Crafts
- Sources of Income
- Willingness to Accept Change
- Attitudes toward Other Cultures
- Films for Indian Culture

SECTION II - HOW I FEEL ABOUT NON-INDIANS?

SECTION III - WHO I AM!

Patricia Kukulski

Avco Economic Systems Corporation

SECTION I

INDIAN CULTURES

DEDICATION

This is dedicated to my dearest Indian friend of many years ago. She has long since passed to another place with the Great One.

Grandma Descheenie spoke no English. She showed me and my family love in so many ways. Without her, life could not have been so rich. She left this world a richer place because she once lived here.

To her, and many Indian people such as her, I humbly dedicate my life.

Patricia L. Kukulski

INDIAN CULTURES

Culture can be described in many ways. For general purposes let's think of it as a dress, a garment that protects a person and makes the wearer more distinctive and attractive. Generally, a dress is made of many different items. There is material - thread, buttons, and/or zipper. But when all these are put together skillfully, one gains an end product, a unique possession worth much more than any one of the single items.

Again, as we hear of new materials for dresses and as they become available, we use them as they fit our needs. An example of this is using a no-iron cotton instead of the cotton that requires much ironing. Cotton is still present, but other products have been blended with it to enrich its original value.

Such is a culture, which also is made of many parts. Some of these are language, religion, political systems, crafts, education, and foods. And, when the separate aspects are put together skillfully, the sum total is a culture. At times all groups of Indians have added needed items and parts to their cultures. As these things have proven to be needed and wanted, cultures have changed. Just as in a dress material, the old is present, but the new material usually has been blended with it.

As a teacher and teacher aide let's examine some parts of culture more carefully.

Language

Value

The most valuable and uniquely individual possession of a person is his language. Each of us clings to and enjoys his language. It is not only a tool by which we communicate, but it is in reality an intricate part of our personality through which we are able to convey our innermost self to other persons.

The areas most sacred to us - such as our home life, marriages, ceremonials, religion, names for loved ones, social contacts, business matters, courtships, births, deaths - all are understood by using our native tongue.

Children have been told upon entering school, in years past, that they no longer may speak their own language. In many schools a state rule has been passed saying only English may be spoken. Educators have said through such a rule, "We disapprove of your parents, your people, and everything you have been able to do with your language. We're going to teach you another language that from now on you must use." However, many educators now share this writer's opinion that by forcing a child to not use his own language, one does the child much more harm than can be measured.

Cases such as the following quotes from Indian teacher aides are echoing throughout the United States.

"Four years ago when I went to white school and there no Indian attend in that school. And they won't talk with me. And my English were very poor and sometime they laugh at me. And that time I cry and run and I don't wait finish school."

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"There is one kind of people I don't care to much about, please don't misunderstand me it isn't because I feel this way for nothing but this what I have seen for myself, that's how I feel towards them. The people is the whites. Every since my childhood I went to public school where the whites looked down on me as a dirty Indian. When I tried to take part in their activities they laughed at the way I did it, they even laughed at my broken up English. From then on I was afraid to talk or try to do anything in front of lot people because I was afraid they would laugh at me. I know that white people say they would help you but they don't. They lie and cheat to get what they want from Indians."

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"When I went to school, I could not talk English and my teacher yelled at me everytime I opened my mouth. She yelled, 'Talk English'. How could I talk English when I didn't know English. Soon I got so I did not talk. I was afraid. Then she did not yell at me."

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Importance of English

We all know that most textbooks in the United States are written in English. We also know that the child will, in due time, learn to read and speak in English. However, the experiences this child will have in English will not be as successful and happy as will experiences within his culture, such as family life, ceremonies, and social gatherings. He rarely is as successful in school as his English-speaking counterpart.

In most cases, the status he possesses among his own people is never enjoyed in any experience involving English. The father may be a tribal leader in his culture, yet in the English-speaking culture his prestige is lessened. If the mother shops in English, it often is a painful experience as she searches for the names of foods desired. Complete acceptance never is felt when such experiences as these continue to exist in English. Many bi-linguals say, even in later years, that they think in their native tongue. Is it any wonder that an Indian child feels much more comfortable in using his native tongue? Success has been felt in his language, while in English lack of success often has been sorely experienced.

So language is more than just words; it becomes associated with a certain way of life. And the Indian child associates the English language with a non-Indian way of life.

Importance to the child

As we all know, a child must learn the English language because most education in the United States is offered in English. Consequently, the English language is of the utmost importance in the life of each student in this country. But never should the goal of teaching the English language to any Indian child become more important than the feeling the child develops toward the English language he is learning!

Pleasant experiences must be associated with English. Understanding must be shown by the teacher aide and by the teacher toward the child as English is introduced. Often a pat on the back or a smile tells of such understanding long before English ever is undertaken. Nowhere is the quality of warmth more needed than in a teacher aide or teacher of such a child. A sincere attitude is vital; an insincere one cannot be hidden. Language does not tell this story. A child senses the attitude immediately.

Methods

A student will learn his new language best by experience. The things one does, one remembers best. So, all the first-hand experience a child can be given will be the best and first method used.

Charts, movies, stories, play dolls, toys, television, field trip meetings, machines, and pictures of newly experienced words are among the most commonly used methods at all levels.

Many terms that must be added to commonly used English ones are ones that have come into their full meaning in the last few years.

Community Action Programs, 701 Planning Programs, and other recent programs have and are having great impact on their people. English can be attached to meaningful parts of their own people's lives. The status held by a father, brother, or relative carries over into the English language and has "good feelings" connected with these terms.

Curriculum can be developed concerning these new programs on reservations. Information can be obtained from tribal offices and governmental offices. Thus a total involvement of the student's own people, current experiences, and family become a real part of his English as a second language development. It also means that his education can be preparing him for a job at home if he so chooses to return and help his people.

Political Systems

Systems in General

One cannot live in any culture entirely as one would like. Controls must be made from within the culture or it soon will crumble. Many good and bad controls have been tried during the past, which proved their worth (or lack of it) by how well they met the needs of their people. These systems have had to change as the needs of each particular cultural group changed. Success of our American government has been because it continually has responded to the wants and needs of the American people.

The American Indian has had various political systems, although most now have tribal councils. These councils strive to meet the needs of their people, and they have been instrumental in initiating many vital programs on reservations. Often the enemy that plagues this political system, however, is difficulty in communications where many miles lie between the council members and the people they must represent.

Non-Indians often have trouble understanding, and even more trouble accepting, the structures set up in Indian political systems. For instance, we in our American democracy allow a majority to elect our leaders. Complete unanimity, however, is the rule followed in many tribes. Often Indian groups must have everyone in a community in complete agreement before a person is elected to an office. To a modern non-Indian in the normal rush of events, this is much too time-consuming and a completely foreign way of doing things. A teacher aide must explain this type of system to the teacher unfamiliar with it. In many Indian cultures majority rule is now being accepted, at least in part.

Non-Indians often do not understand that being a leader among one's own people is most difficult. One "value" most Indians in the Southwest have held a long time is that it is better to be much like everyone else and not to excel by being outstanding in any way. Therefore, leaders are not easily found.

Working With Indian Leaders

This writer remembers a councilman from Rock Point, Arizona, by the name of Tutcheenie Nez. He spoke no English and had great difficulty bringing home an account of all the happenings of the Navajo Tribal Council meetings. He found difficulty being one of the early leaders of that community. He had to speak through an interpreter to those who worked with his people and their children at the government school. Yet, the hours spent in tedious details and explanations with this man were well worth the effort. It was through him that the people learned of our ideas and educational hopes for their children, and he in turn helped us understand what the people wanted and needed. Tutcheenie Nez had never gone to school and yet, he was able to be an early leader in the political system of the Navajos and to help his people and the personnel of the government school work together successfully in their political system.

A teacher aide must understand the political system of his or her own tribe, and the aide must explain this system to the teacher. Together they must be able to accept it and to work well within its structure. However, teacher aides often feel much pressure from this source, too. The aide has been accused of becoming "too much white" and cut-off from his or her fellow-tribesmen. Jealousy so often enters the picture at this point, that the aide needs additional help and understanding from the teacher on the matter. It is also understandable, from an Indian viewpoint, to feel some jealousy toward an individual who suddenly obtains a good position. Jobs are so few on Indian reservations and envy might easily be felt by neighbors. Such a position as teacher aide carries status with it. Some local people have asked why "so and so" was elected. Additional help again is needed for the aide in this situation.

Education

Past

As you know, education for Indian people has developed through many trials. In early days Indian children suddenly were picked up and put on vehicles and physically removed from all they knew as home and family, and they were taken away to be educated. School proved to be a thing Indians dreaded, of course. Then schools were built on reservations and children were kept nearer their homes, but they still were in boarding schools. Day schools also were tried. Indian students also have been taken to towns near their immediate reservations and sent to local public schools while being housed in dormitories.

Until World War II many Indian groups left the decision regarding an education to the child himself. Some children chose to remain at home and never go to school. Some parents felt they needed a child to care for younger children. On the Navajo reservation one child from each family often was kept to herd sheep. Some families gave this task to the same child every year, while other families let one child do it one year and another child the next year. These parents put little value on obtaining a formal education, and some years we have recruited until after Christmas trying to fill our school because the parents had hidden their children. The people loaded our vehicle with pumpkins, corn, and other foods - rather than with children.

The following is an article taken from "Education For the Adult Indian Community" published by Arizona State University in 1965. This tells of experiences this writer had in 1950 with Navajo education. Schools everywhere on that reservation were having similiar problems. This particular school was located 150 miles from Gallup, New Mexico in a most remote area. There were only dirt roads leading into it, and they were impassable much of the time. When rain came, the school was cut off. This writer and family lived for six years in this community.

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The Navajo child of Rock Point, Arizona began his or her schooling at various ages. It was our dream to get the people to send their children to school at the age of six years. This was not always the case. In fact, few of the children during our first years at Rock Point were six years of age. Some of the beginners were thirteen and fourteen years old.

I have often found myself crying with the parents at the time of parting with their children for the school year. When our own children came to this point in their education and we sent them away, it was then we fully understood the impact of such a parting. After the Navajo found out we loved their children, they sent them to us with greater ease. As many of them as possible went home each weekend.

All the children who spoke no English were put in my room. The first few weeks of school were most difficult when I first began teaching Navajos. I generally had no more than thirty students. This helped me quite a bit as we had to do all the cleaning of the classrooms, the carrying of the coal for the old stove, and numerous other little extra duties.

Learning to speak English seemed quite remote that first day of each school year. There were other more pressing problems. Most of the students had never slept in a bed, eaten food such as was served at school, walked on wooden floors, used a toilet or taken a shower, worn underclothes, worn regular dresses, or had their hair cut (including many of our boys). I could name so many strange and frightening things that faced little Navajos. We faced each other literally, but two different worlds faced each other, too.

I had several things that might interest them in the room. I had pictures of their own people around the room -- a sand table, clay, Navajo dolls, stuffed animals, colors, pencils, and other things of interest to them. But a sad heart recognizes no comfort in those early hours. Some children sat quietly in their seats, others sobbed, and some cried, "Shi-mah, Shi-mah, hucco!" (My mother, my mother, come here.) But I soon learned enough Navajo to speak to them a little and assure them all was well. I practiced with them on some simple directions in English. One year a little boy by the name of Jonah Whiskey Son cam in my room. It was his first day and I decided to try to teach them what "Stand up and sit down" meant. I stood up and said, "Stand up." I sat down and said, "Sit down." I repeated this several times. The children caught on and together we stood up and sat down several times. That is, everyone but Jonah Whiskey Son. He didn't move after awhile. I asked him in Navajo why he would not move. He burst forth with an answer that was spoken so quickly that I went to get the cook to help me understand what he was saying. He told my interpreter that I should make up my mind. Either we stand or we sit. He was tired of doing both. That was the end of that English lesson for that day. I laughed so hard that the day is still fresh in my mind.

It was not only our job to teach but we were expected to fill the school. In an urban situation, this is not a problem. In fact, generally there are too many children for the school. School was to begin the day after Labor Day in September of 1949. One student appeared for school. Al* had worked hard to register children. He had registered some twenty children previous to this day, but time meant nothing to them and they had paid no attention to the day school was to begin. We then decided to take a census and determine the potential number of school children in this community. We even had trouble doing this. Natoni Tso, when asked how many children he had from the ages of six to eighteen, said he had none. The children were hiding behind the family wagon and all around the land near the hogan. We could see their little heads and bright eyes peeking at us. He said, "I do have nice pumpkins and I want you to have some." So back to the school we went with lots of pretty pumpkins and no children. We taught part of each day and the rest of the day we spent recruiting children. We did this until late October or early November. The school was filled each year, but the first few years were most difficult. Later, the children came readily to our school and we had a three-teacher school at Rock Point before we left.

One little girl by the name of Susie Benally wanted to come to school very badly. We went for her three years in a row. Each year her old grandmother told us in Navajo that Susie was the one who must lead her around as she was blind. We tried to reason with the old woman. We said, "Don't you want Susie to have an easier life than you have had? Don't you want her to be able to work and earn lots of good food for her family someday and have a better life than you have had?" The old woman said, "All I want is plenty of food in my stomach, a warm hogan, and Susie to lead me about." She stood firm with this argument. We went to the hogan many times but never were we able to convince the grandmother to send Susie to school. When Susie was eight years of age and August was near the end, we had been to her hogan many times. We had tried to get papers signed for Susie. She was such a happy child and always ran and held my hand and showed how much she liked both of us in many ways. Her folks were friendly and wanted her to go to school, but grandma was on welfare and controlled the purse strings. So the family could not and would not go against her.

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*Al Kukulski, Principal of the school and husband of the writer.

Word came to us that we must go to Susie's hogan two days before school began. We knew something had happened, but were totally unprepared for what we found. Susie wanted to come to our school so badly that she had taken her grandmother up on a little hill and run away from her. Thus, she let the old woman fall. It was sheer luck the old grandmother was not killed. Susie told us if her grandmother could no longer walk; she would not have to lead her around. The grandmother permitted the family to sign the papers that very day. The grandmother let Susie get a pair of shoes, a new dress, and other things she needed at the trading post. It was a radiant beginner I had that fall.

Community Work Within the Educational Program

We tried several things with the community in the hours we were not with the children. We opened our washrooms and showers to the community. We made posters and told the people that they would be given all the soap, towels, and the water needed for regular baths. They responded quite well to this. The women were permitted to use the tubs and the washing machine (gasoline) when the school was not using them. The ladies of Rock Point were always interested in my needle work, so I opened classes for them and taught them to crochet and knit. They all loved to embroider. The school children helped me here. I had taught them to do this before and they helped with all the adults. This pleased the women. Later they taught me to weave some and welcomed me in their hogans to practice on their rugs.

The adults were always welcome in the classrooms and often they came and spent at least half a day at a time. The ones who could not write would be given paper and pencil and they would practice writing their names with much patience. I often gave them a reward for their efforts and this pleased them. Some of the parents liked to color and I gave them crayons and paper. They spent many hours with their children entertaining themselves in this way. This encouraged the children to work better and take a greater interest when they saw their parents doing the same kind of work.

We had Bingo parties at the school now and then. The Navajos dearly loved to play Bingo. Everyone worked on these parties, and the trader was always there to help the school and the people of the community any way he could. During the years we spent at Rock Point and later when we moved to Denehotso a man and his wife (Mr. and Mrs. Arvil T. Witt) were a constant help to us. They have spent many years among the Navajo people and are loved and respected by them.

Our most successful project ever was the weekly movie. This was a sheer miracle each week by the time we got it started. The light plant never wanted to work right. Al, our Navajo school attendants, and Mr. Witt would work on the plant to get it running. It was an old Fairbanks Morse generator and in very poor condition. If it ran, we all gathered in the school hall. The children sat on the floor and the adults on folding chairs. (Otherwise, we could not have all been seated in this hall). There was no heat in the hall either. We all waited anxiously for the good western which was probably twenty years old. Usually, the projector would then go haywire because the current was not steady. After awhile, Al generally could fix the projector and the movie was shown. This was the highlight of the week as far as the school children were concerned and many of the adults felt the same way. They would come miles in their wagons and on horses for this entertainment. When the Indians and the white people fought, the children always clapped for the white man. This was beyond our understanding. We asked one of them why he did not clap for the Indians since he was Indian himself. He replied, "We no Indians -- We Navajos!" We had not realized until that time they did not feel Indian.

Our biggest problem was how to pay for the films. At this time, the government would not pay for movies for the children. (They did at a later date.) The principal of the school was responsible for the payment of such an account if he wanted to have movies for his school children and people of the community. Three years went by and we tried many things to make money for this activity. We held Bingo parties, we went to other communities and showed our films, and had other money-making projects. But, each year we ended by owing at least $100 for films.

Some of the older girls and I decided to have a Home Economics club, and as our project we popped corn and sold it. The trader said he would sell pop to us at 5 cents a bottle, which this was cheaper than he could buy it. This was quite a job for the girls and myself. But every Wednesday, we popped at least seventy-five bags of corn in my pressure cooker.

I had heard of the TV program of "Queen for a Day", and Al and I decided that if I could get on the program, perhaps they would give our school a movie-sized pop corn machine. So that summer we went to California with this in mind. I was "Queen for a Day" and Rock Point School received the movie-sized pop corn machine! One whole day we celebrated with the children and the community by popping corn and eating it. The program gave us a year's supply of corn. A woman in Florida had heard the progran and sent us 5,000 pop corn sacks. By then our 10,000 watt Whitte light plant had arrived and it carried the machine fine. From then on we had movies with no worry. The people were so proud of this machine that on a recent visit to the school, we were shown the machine and it looked as though it were new.

Christmas was something that seemed natural for the children to learn about. But then we were confronted with the problem of what to do Christmas morning for the little ones in our dormitories. There were many of these children and we could not afford to buy them all gifts. Our prayers were answered by a man in California. A special truck arrived way out there at Rock Point. The children were so excited they couldn't eat. The truck brought each child in our school three big gifts! Our trusting little hearts said there is a Santa Claus -- there is! Each girl received--with her name on the tag--a great big beautiful walking doll, a stuffed animal for her dormitory bed, and a series of games. Each boy--with his name on the tag--received a big Tonka truck, a stuffed animal, and a holster set.

It was a blessed Christmas for the children before they went home and we all had a big dinner for the community. From then on, we wrote many people and asked for gifts at Christmas for our little ones. We even wrote Jack Benny one year.

The children took great pride in their school as we did. I taught the adult workers at the school to do textile painting and we made lots of nice curtains for the school. Al trained the Navajo attendants to keep the school plant in excellent condition and the children delighted in helping any way they could. We were all a team and enjoyed being so. (The curtain making and cleanliness have carried on through the years and many of the hogans in that area reflect this now.)

Our school children lived with us until they were ready for the fourth grade and then we had to send them away to other schools. Yes, our Jonahs and Susie's and others left us in due time but not without a part of us going with them and a part of them staying with us. All we can leave on this earth is the part of us that we give others. We shall always love the people of Rock Point, Arizona, and their children.

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Present

In recent years, however, the attitude toward education has changed. Since World War II, most Indian groups not only accept education of their young children, but greatly desire it. They have entered into school programs more and more and are serving on school boards. In some instances they have begun running their own schools. In the near future, the trend will be for all tribes to completely run their own school programs. Indian people have shown their competence in this field.

The Role of the Teacher Aide in Community Relationships

The teacher aide has a golden opportunity now. He or she should make many home visits, know the educational needs of each family, and include each family as much as possible in the activities of the school. In addition, the teacher aide should explain the importance of a school program to the parents.

If an aide is in a community where school children are brought in from outside communities, such activity as home visits are, of course, impossible. But this aide can make every contact possible with other Indian people, telling of the fine school program.

There are always many people anxious to hear from one of their own kind about education and what it is doing for their children. So on-reservation or off-reservation the teacher aide serves as a bridge between the school and Indian people.

Family

Non-Indian teachers often do not understand the way some Indian groups trace their relatives only through the mother's side of the family. This is a matrilineal society, and the Apache and Navajo tribes are examples. On the other hand, some Indian groups trace their descent through the father's side of the family. The Pima and Papago tribes are such partilineal groups.

If a teacher aide belongs to a tribe where descent is traced through the mother's side of the family, he or she should explain such a system to the teacher. This means many ideas of family life are different from those to which the teacher has been accustomed.

As a very young teacher, the writer can remember well her surprise when she asked how many brothers a little child had and the child counted to an unheard-of figure. He was counting brothers, cousins, and a few clan relatives.

A teacher aide should explain that the mother's oldest brother often is the one who assumes such duties as a father might in a non-Indian society. The brother often is the one who controls the "purse strings" in his sister's family and corrects his nieces and nephews. The father plays the role of being someone the children can enjoy and be a friend to. The teacher should understand that this same father may be the oldest brother of a sister who has a family. Thus, when a divorce occurs within this type of Indian family, the effect of losing a father who has been only a friend is not so dynamic as that felt in a non-Indian family. Life continues much as it always has.

If a teacher aide belongs to a tribe that has a clan system, this should be explained to the teacher. Perhaps a bulletin board or clan-tree could be made, showing the children who in the classroom is related to whom by clan. (This is made by putting all the names of the clans on a paper tree. Then, each child's name is placed on a piece of paper at the base of the tree and connected to the proper clan name on the tree by using a piece of yarn.) This is one way the parents and older members of a community could help and would be very pleased to do so. This also would tell the community that the teacher aide and teacher do not intend to leave the ways of the people's culture out of the educational program.

In many Indian tribes an "extended family" is enjoyed. The reason we use the word "enjoyed" is that in such a system a young child receives more love and affection than his counterpart would receive in a non-Indian society. There always are many relatives with whom a child can spend his waking hours. All Indian cultures value children very highly and welcome them one and all.

In starting to school, the Indian child, for the first time, is taken away from not only his immediate family but from his extended family and put in a situation which is strange to him. To complicate the matter, another language often is spoken by the strangers around him. Is it, then, any wonder that the emotional impact on this small child becomes unbearable? If the teacher aide can remember how frightened she was and if, in her own language, she could have told someone of her fears and problems, she could begin to see how she can help the small Indian child in the beginning of school.

The following is a short talk prepared by Mrs. Anna Shaw, a most respected lady among her own Salt River Pima-Maricopa Tribe. She tells of the beautiful family relationship within her tribe in previous years. This presentation was given to Indian teacher aides.

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When the Indians of the Southwest were living in darkness before the coming of the first Europeans, they were free to roam all over this continent gathering food to keep from starving.

The Pimas lived by the side of the flowing Gila and Salt Rivers. They had learned from the Hohokam, their ancestors, to be agriculturists farming small plots of ground. For fences to keep out the coyotes and other roaming animals, they used mesquite with its thorny branches.

When the floods descended from the mountains their brush dams were washed away. The Indians were not discouraged - they were not lazy either. So they would re-build their dams every now and then.

Early Training of Boys and Girls

As soon as a girl was able to work, her mother taught her many valuable lessons. She must grind the wheat and corn on the grinding stone, go after water in the olla, and learn to weave a basket. If she were industrious, a good looking young brave would ask her parents for her to become his bride.

When a girl was thirteen years old, she was given a dance known as the puberty dance. Many a young girl hid her age but the medicine man found her out and she was made to go through the puberty ceremony to keep the evil spirits away.

A Boy's Training

The Indian boy learned to use the bow and arrow as soon as he became able to handle the weapons, perhaps at 5 or 6 years. When he was 13 or 14 years old, he was taught the use of the shield. The shield was a difficult weapon and took many years of training. Therefore, the Indian lad began at an early age and was taught until he was 20 years old before he could go on the war path. He also was required to help his father, building the dam, planting crops, and taking care of the ponies. He had to shoot at the target while riding on his swift pony. Many a lad had become quite an expert with this sort of training.

For the same reason a young boy was looked upon as a hero by the opposite sex.

Papoose

Indians advised a young mother never to nurse her papoose when she was angry. The baby will not nurse, the baby can feel the anger and also the milk becomes bitter to the taste. It may be one of their superstitions, but it portrays a great lesson. Babies are very precious and must be shown love and tender care. This love and security must be shown to the babies from the cradle to their adulthood.

Do not show your feelings to the children. Instead, show happy kindness and they will grow up to be happy and helpful to you when you grow old.

One thing the Indians of long ago taught their children is the kinship system - to know and respect their relatives and elders. They were also taught to heed their sound counseling.

The world today is in a state of confusion because of great competition. We first Americans must remember the teachings of our ancestors and continue to be a happy and carefree race.

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Religion

In every culture known to man some sort of religion has existed. Among Indians in the United States some of the religion of the "early days" has been retained. This varies among the tribes. Some tribes have resisted Christianity to the utmost degree possible and have retained their own religions. Some tribes, for the most part, have become Christians. Many tribes have combined their religion with Christianity and have taken a little of each. Many Pueblo villages in New Mexico have done this very thing and are excellent examples.

It is of the utmost importance that a teacher aide not only be familiar with the religion of his or her people, but that he or she help the teacher understand it to the degree it affects the student. For instance, if a ceremonial were being held within a family group, the teacher aide should explain the absence of the pre-first grade child to the teacher. The teacher then would not make the mistake of reprimanding the child or the family for poor attendance. Also, if a child appears in school with tar, soot, or other such material on his body, the teacher aide should explain to the teacher the necessity for not washing the child until permission has been obtained from the family.

Most teachers discover that if respect is shown for the Indian people and their religion they, in turn, will respect the teacher and the school much more.

The teacher aide can help in this area where perhaps no one else can. The aide can offer to take the teacher to ceremonials and to let the teacher observe at first-hand the Indian people and their religion. However, if the teacher is not welcome at such gatherings, the aide can explain this, too. The teacher must remain very flexible and open-minded in this respect.

This writer remembers a teacher taking a pre-first grade group for a school hike in her early years of teaching. Because she needed to keep a close watch on small children, as many snakes were present, she asked them to stay in line. Much to her dismay, the line dept bending, and she could not understand the necessity for it. She finally discovered that the children knew where all the graves of that area were located, and the "evil spirits" were felt to be near them. An aide would have saved her much time and effort and helped her understand her school children more quickly. Never during the years that she taught

Navajo children did she feel that their religious ceremonies interfered in any way with schooling. The parents appreciated the fact that she understood, and they cooperated in every way with the school. A good rule for an aide or teacher to follow is: If this were my child, how would I want the school to act?

An Indian aide reflects on his life and feeling toward religion and language in the following paper.

"In the early years of my childhood I went back east with my teachers who were teaching on the reservation at the time. This was a real challenge for me to learn the white man's way of living and also learn the English language. Since I was a Navajo going away from my home for the first time, it meant changing my way of living and adjusting to a completely different environment. I realize that sometimes in one's life, a person has to change some part of himself, not to stay that way, but to accept the fact that we aren't going to live the same way all the time. This experience away from home gave me a new meaning for life itself. The color of our skin doesn't make any difference. Anybody can get along together if they make up their mind to do so.

"Upon my return to the reservation I found out that I had difficulty with the Navajo language. It was at this time I found out that the only way I will ever get along with my people would be to learn the Navajo language all over again. I am very grateful that my parents were very understanding about my problem at the time. We all decided that it would be best for me to enroll at Navajo Language School during the summer while I was home from school. I am proud to say that this school taught me how to read, sing, and write in Navajo. This was a hard task for me but worth all the effort.

"In the meantime, while I was at school, I started reading about the background of the Navajo people and find out what was more important to them.

"I am grateful for both Navajo and whiteman's religion. I do respect the one God in heaven. However, it's so natural for me to accept the fact that I am Navajo Indian and accept the old prayers, customs, and sacred songs of my people. It gives me a feeling of belonging.

"The Teacher Aide Training Program has done a lot for me. It gave me the confidence in myself to really face the problem of the Navajo people. I am glad to be given an opportunity to do what I have always wanted to do among the Navajo people. To be able to help the younger children gain respect within themselves so that the English language will come easier for them. They will then feel they belong. I think it's wonderful to actually know the Navajo language and be able to translate it into English. Also knowing the background will enable me to understand the children better."

* * *

Such an adjustment is to be desired but most often not achieved. Teachers need to understand the difficulty Indians have with such problems.

Values

All societies have values - ideas about what is good and what is bad, what is right and what is wrong. But different societies have very different ideas. For example, in one country it is good and right to have many wives; in another this is held to be wrong. In one group it is a man's obligation to work hard so that his family can have the material things in life; in another group material things are held to be somehow evil, and a man who seeks them for himself and his family is a sinner.

Many people - philosophers, anthropologists, educators, politicians - have looked at this undeniable fact (that different societies have different ideas about good and bad), and they have come up with two very different attitudes. Some people believe that there is only one set of natural laws by which all men should live, such as the Ten Commandments. They believe that all who fail to live by these moral laws are bad people who must be made to see the evil of their ways.

Other persons feel that the moral beliefs of a society fit the living conditions and way of life of that group, and that one set of values may be as good as another set of values. Differences can be explained by examining the whole context in which the values were developed. One example: Anthropologists once came across a tribe in Africa where people who reached their sixtieth birthday were buried alive. The explorers were horrified by this action - this murder. Then they learned that the tribe always had had a very limited food supply, that this burial ceremony was one way of distributing the meager resources and keeping what food there was for young people; and the explorers found that the elderly believed that being buried alive was an honor and was something to look forward to.

When working with people who hold different beliefs about good and bad, the teacher aide must try to understand what the moral beliefs are and why the people hold these beliefs. Frequently a rule hard to understand, such as burying people alive at 60, becomes at least understandable when it is seen to have similarities to a highly moral rule: "If food or water or space on a lifeboat is limited, the young have priority over the old."

Indian Values as Opposed to Non-Indian Values

Teacher aides must understand the conflict in values that the Indian child faces. Usually the child will not be aware of these values as such, yet the problems are with him constantly. An aide can help by explaining how he or she was able to adjust to such conflicts.

A few of the general values in the many Indian cultures that differ from non-Indian cultures are worth comparing. The teacher and teacher aide should refer to this list often and try to apply it when needed.

INDIAN CULTURES	NON-INDIAN CULTURES
Time Is Unimportant	*Time Is Important*
Time is a very relative thing. Clocks are not watched. One does things as they are needed to be done. Often the family gets up as the sun rises and retires soon after the sun sets. "Indian time" means when everyone gets there. A community meeting can be set for 1 p.m. and people will come as near that time as they wish. So the meeting actually may begin an hour or two later, and this bothers no one.	Time is of the utmost importance. When a person says he will be somewhere at 10 a.m. he must be there at 10. Otherwise, he is felt to be a person who "steals" another man's time. More and more, non-Indians rush. It is felt among this culture to be good to use "time" to its fullest extent.
Today Concept	*Tomorrow Concept*
Indian people generally live each day as it comes. Plans for tomorrow often are left until the future becomes the present.	Non-Indians constantly are looking to tomorrow. Such items as insurance, savings for college, plans for vacation, etc., suggest to what extent non-Indians hold this value.
Patience	*Action*
To have much patience and to wait is considered to be a good quality.	The man who is admired is the one who is quick to act. He gets things done rapidly and moves on to the next thing. To sit idly and let one's competitor pass him by acting more quickly is considered bad business.
Shame	*Guilt*
The Indian groups often shame an individual, but once this is over no guilty feeling is held by the individual.	After an act is committed that a non-Indian feels to be wrong, he carries inside him the knowledge of having done something wrong. This terrible feeling may make one ill mentally and physically.
Extended Family	*Family*
Aunts often are considered to be mothers. Uncles are called "fathers," and cousins are brothers and sisters of the immediate family. Even clan members are considered relatives; so Indian cultures consider many more individuals to be relatives than do non-Indians.	Biological family is of utmost importance, and relationships are limited within this group.

Age Respect is for the elders. Experience is felt to bring knowledge. So the older one is, the more knowledgeable he is. No effort is made to conceal white hair or other signs of age.	*Youth* Thousands of dollars are spent yearly for hair dyes, make-up, and other items that make older people look younger. Even whole towns have sprung up in the United States which advertise youthful living and that they are designed for "senior citizens."
Few Material Things Members of the tribe often are suspicious of individuals who collect many material possessions. Some tribes even hold celebrations and give away most of their possessions to others as "love gifts." The Sioux enjoy such a practice.	*Owning of Many Material Things* More and more, non-Indian cultures have measured wealth in terms of material things. Many such possessions often constitute "status symbols" and are considered highly desirable.
Giving The respected member of many Indian cultures is the one who shares and gives all his wealth to others.	*Saving* An individual with the quality of "thrift" is felt to have acquired a value worth much.
Man Lives in Perfect Balance With Nature The earth is here to enjoy. If man accepts this world as it is and lives as he should with it, there will not be sickness or lack of food.	*Man Controls Nature* Constantly this culture searches for new ways for control and mastery of the elements around him. Artificial lakes are made; natural waters are controlled; electricity is generated and controlled. Such accomplishments are looked upon with pride.

The following story is a personal experience of this writer. It was also published in "Education for the Adult Indian Community" from Arizona State University in 1965. This experience took place in 1949 and is the best way this writer can tell of a value struggle that sometimes happens between cultures. It was a highly dramatic time in my life then and now. It represented a time when barriers were let down and my husband and I felt we were taken into that community. It was indeed a highlight of our lives and we have never since felt such a "barrier". We feel most comfortable with Indian people and walk and live freely with them. We since have been thankful for this particular experience. When we think of home, we think of the Navajo reservation.

* * *

When we first went to Rock Point, the Navajo people asked the Farm Extension Agent (a Navajo man) if they kept their children away from the school, would the new white teachers go away? This was not much encouragement for two young Eastern teachers. Our love was great for the people and the land and we were not too easily discouraged. However, I must admit at this time there were many nights I cried and cried for my own people and friends who loved and wanted me.

We worked long and hard getting children in school. We filled the school very slowly the first year. The second year wasn't too much better. There were no truant officers or police to help such matters. We had to convince the child that he should go to school. The parents left this decision to each and every child. (I am sure most of us would not have attended school as regularly if we had not had a faithful parent insisting on such.) About spring of that year one of the Navajo dormitory matrons came over to our apartment and said, "Al, I don't know how to tell you this. I didn't believe it either but, there is definite proof from the children that your most trusted Navajo man employee has raped a school girl."

This man was not a native of this community, but he had been faithful to the school and was an excellent worker. His personality was of such a cheerful nature that he was quickly felt to be an excellent person to be with the school children. We were so completely surprised by this that we almost hesitated to act either way.

Al called the superintendent and told him of the situation. This man's wife was the cook at the school. She was detailed to sleep in the girl's dormitory on Saturday night. Her husband knew this. He knew she had been sneaking out after Al was sound asleep. He then was going in and bothering the girls in our dormitory and he had especially acted in a completely unacceptable fashion toward this one girl. The superintendent told Al exactly what he should do. Al followed instructions to a letter. The employee was given a letter telling him of the accusations. The girls told their stories one at a time and the stories were written down as they were told and then the girls signed these statements.

The school officials put the employee on leave without pay and let him stay in his government quarters for two solid months. During this time, he went from hogan to hogan telling stories to the Navajo people. At the end of this time, Al was informed that the community was holding a trial and that it would be held in the school dining room. This employee's wife prepared quite a "feed" so lots of people would come that day. (She had been told not to do this.) When this was reported, Al was told to just let it go.

Our school superintendent was the only BIA official who came to the meeting. The trader and his wife came to stand by us in our hour of need. However, they did not actually go to the trial but stayed in our quarters and kept our children. They felt it was wrong and the trader had never interfered with government policy or our school. He knew if he went to the meeting he would do just that. So he did not go in the room that day.

We walked in our school dining room and faced a "jury" of Navajo men. They were all the bootleggers and trouble makers of Rock Point. Not one of these men were fathers of any of our school children. This was all that cheered us on that bleak day. The leader of the "trial" was not even from our community but from quite a way off. To our utter amazement, the facts were completely changed. Our superintendent stood once to speak and he was told to sit down. They said they would call on him if they wanted to hear from him. He sat down. He was not called on again. The girls were called in one at a time and each in turn denied any knowledge of such a thing. We later learned the cook had threatened them if they did not do this. Al was then called on to tell the group his side of the story. We felt no change in the crowd.

Our hearts were beating ever so fast. Here stood our years of hard work and all that we believed to be right, and yes, our very school system and what we had tried to teach the children, trembling at the very foundation. This surely was a value that stood between and was recognized by us all -- Indian and non-Indian. The crowd was tense and quiet. The clock seemed to stand still while we prayed for God to come even nearer and show these people that we were doing only what must be done for the good of their children.

A small scared Navajo voice suddenly said, in Navajo, "What has been done here today is wrong." The voice said, "The Principal speaks the truth. The Navajo cook and her husband lie." The voice told the people that we loved their children and did only the things that were right for them. The people listened. Now, you could hear a pin drop on the floor. The voice was in the body of one of the Navajo school employees, but the words that came from that body must have been truly put there by God. It took much courage for this person to speak and stand alone on an unpopular side.

After she finished, all the Navajo people walked quietly from that room. From then on, Rock Point Community worked with us. The school filled beyond our hope. Another teacher had to be hired and several more Navajo workers. Many of the trouble-makers joined in and sent their children to school. Several of them became our best helpers in that community.

Our trial ended and never again in the fourteen years we spent among the Navajo people did we have trouble with them in any community. We found them to be very wonderful people with which one could live, love, and work.

* * *

Indian cultures have groups within each culture, just as do most cultures.

Values of the individual Indian person determine which group he joins. Generally three groups are present. These are Traditionalists, Moderates, and Progressives. An aide or teacher can be alert to the types of individuals in each group and thus decide how best to work with them. The Traditionalist is a person who accepts only the values held in "the old way." He resents the coming of the non-Indian and thinks the latter caused the problems that exist today. Anything new is in direct opposition to this type of individual.

The Progressive is one who is the opposite of the Traditionalist. He wants to do away completely with the values held in Indian cultures and to replace them completely with non-Indian values. Often this person is ashamed of his heritage.

Between these two extremes is the person who can accept values from both cultures and use them in his life. He is proud of his heritage, but is willing to change and accept values that will add to his rich background. This person is called a Moderate.

The teacher aide and the teacher can learn to work with each of these groups, all of whom have much to offer. Several tribes, such as the Acoma, Navajo, and Pima, have brought traditional members of their tribes into the schools to tell stories, teach songs, and impart the rich history of the tribes to their children.

Many teacher aides have made chart stories and felt boards of myths to take to their respective school programs. This writer agrees most enthusiastically with this technique and hopes soon to see many publications about and for Indians being used in schools.

The important thing to remember is that the school belongs to the people and their children. In every way possible, the people must be included and be made to feel their importance in educating their children. Values must be understood, accepted, and appreciated.

Teachers often, even if unconsciously, have a mental picture of changing the Indian children into the children they have known from totally different cultures. In other words, the values held dear to the teachers are the values they assume must be superimposed on the Indian child. The child then becomes confused and "caught" between the cultures.

Indian children must be taught to have much pride in their own culture, just as a non-Indian must be proud of his background. Only then can the individual form a good image of himself and hold his head high.

Housing

An aide can help educational personnel in many ways with the understanding of the "why" of housing among his or her people. For instance, the hogan of the Navajo has been a very practical type of home for this group. Native materials are used and thus little or no expense is incurred. It is simple in design and yet warm during the cold months. One family can have several hogans, and when the sheep have grazed to the limit in one area, the family can move to the mountainous or more fertile areas.

The teacher should make many home visits. Her aide can help her in understanding the housing of her children along with its limitations and advantages. For example, the absence of running water, electric lights, beds, and other physical facilities should be noted and additional understanding and help given the child by the school.

Units of the housing used by the local tribe can be developed by the teacher and aide. Creativity can really be used here and children can better understand why their people have lived this way and what can be done in the future. This presents an opportunity to explore other types of housing so the student's horizon can be broadened in this area. If he understands why his people live as they do, he will be more secure in choosing the kind of home he will want someday.

Clothing

Some students will come to school in clothes different from those of other students, and those of the teacher and teacher aide. In these cases the aide should do all possible to help the child to be accepted, in spite of clothing differences.

If clothing is torn or dirty the aide can talk with the family and see if something can be done to make the clothing look better. The writer often has mended clothing so that a child would not be ill at ease in school.

Such a small effort often means the difference between a "dropout" student and one who finished his education.

If a problem exists such as improper or insufficient clothing, and if the aide knows this, the teacher should be informed. Of course, such information must be kept confidential. Often a teacher has sources for obtaining clothing for such a child. A teacher aide can serve tremendously because he or she will know much more about the background of each child and family than will the teacher. The picture a child forms of himself includes his clothing. Each year this picture becomes stronger. As a nation, everyone is becoming more conscious of clothing, and aides and teachers must give additional help to Indian children regarding this problem. Of course, an example is worth millions of words; and, although aides and teachers do not need expensive clothing, they should be neat and clean.

Often we have seen teachers come to reservations and think all previous practices in cleanliness and good grooming can be forgotten. This is a mistake. For many Indian children and people, the main examples of how to dress are the school personnel. The teacher aide and teacher will be looked to and remembered for years to come. These first examples can create a pattern that the child and his family will continue to follow throughout life.

Tribal clothing can be given a place in the school too. Many wise teachers have an outfit from the tribe. Tribal jewelry can be worn and admired. Clothing continues to play a major role in how other people view us and thus how we view ourselves. Here again, students can be helped with Indian and non-Indian identification and not thrown in a cultural gap.

Food

The diet of the Indian student may not have included all the foods that he will encounter upon entering school and during school. An aide can help by encouraging the child at least to taste new foods, and the aide can explain why some of the foods are very good to eat.

If the child does not speak English, names of these new foods must be taught. Tasting parties are fun, too. A teacher and aide can promote much good will and acceptance by having mothers prepare native Indian dishes for dinners. Some schools have one day a week when favorite native dishes are served. The teachers who learn to eat and enjoy Indian food are more quickly accepted by the community. Food can be a means of favorable communication, with no interpreter needed. The flavor of good food can be enjoyed by all. Thus, another bond between community and school can be established. A day when Indian women can come to school and prepare food for all to enjoy has and is a wonderful time for all. Again, education and home life can become one.

Crafts

Almost every tribe of Indian people has some craft in which it specializes. It is with pride that they have developed skills through the years, and respect for those skills can be taught to small children. Very simple beginnings in the crafts can be taught. An aide will know experts in each community and should work with the teacher; together they can develop a program in their school.

Most Indian children excell in arts and craft work. Success is felt in this area, and success is necessary to develop self-pride. The teacher aide and teacher should pay especially close attention in this respect and praise each student for his or her work.

The village of Zuni Pueblo now has an arts and crafts center of its own. Navajos have such centers at various locations. Rosebud Sioux and other tribes are putting in such centers. Santa Domingo and Isleta Pueblos have very good craftsmen. This all adds to the pride of one's people, as it rightfully should.

Sources of Income

The teacher aide will need to know exactly what kinds of work the children's people do. If it is seasonal work, much time and effort should be spent in planning the school program around the times when most children can be present.

Also, the aide can and must alert the teacher to the times when children may need help for lunches and additional snacks. If the mother or father is not working, it may be necessary for the child to do without breakfast; so the school should serve additional food during mid-morning snacks.

At times parents use children to help at home while seasonal work is being done. The teacher aide can do much to help the child and his family by explaining this part of the culture to school personnel.

Willingness to Accept Change

Some tribes, through the years, have shown their willingness to make changes more easily and rapidly than have other tribes. In this respect, each aide should familiarize himself or herself with the history of the tribe and should assume much responsibility in becoming acquainted with the background of its people. Otherwise, the aide might be as effective as a woodpecker above timberline.

It seems that most Southwestern Indians have held certain facets of their religious and family lives sacred to them, and they have changed very little in these areas. However, material changes have crept in slowly and have been accepted much more readily.

The biggest and quickest changes in education have taken place since World War II. The Indian people have especially seen the necessity for education for their young. In general, they have pressed for and have worked with educators throughout their reservations. The pre-school idea, on most reservations, is the newest indication of this willingness to accept change in the educational pattern. In each instance, the people themselves have asked for this new program.

This writer feels that most Indian cultures are changing with greater rapidity than other cultures in the U. S. Indian people are adjusting to such change as best they can. It is most difficult for older people in any culture to see such vast changes in their young people. Patience and understanding should be shown by teachers and aides at all times.

Attitudes Toward Other Cultures

The teacher aide must be a helper to her people and to their children in interpreting cultures of others, especially in the ways that other cultures overlap the one known to the immediate Indian tribe.

A good reference is the list in this section under "Values," showing how Indian and non-Indian ways of life conflict. When an Indian child is exposed to a non-Indian culture and is expected to live in both from time to time, he soon learns how to act in each given situation. He must learn this to be accepted by both groups of people. Good attitudes toward the dominant culture and other cultures are essential to the child's being able to do a good job of adjusting to a bi-cultural situation. The teacher aide, representing the culture of the child, can help the child do this better than can a teacher from the dominant culture. The Indian child generally will identify with the aide and will realize that the aide has traveled the same road. The aide should be encouraged to tell the child often about his experiences in education and how important an education will be.

Films for Indian Culture

"Apache Indian"

10 min., Coronet - 1953 - B & W - Color

The life ceremonies and industries of the Apache are depicted in this film. The scenic beauty of their native territory forms a setting for the tribal functions and ceremonies, including the Puberty ceremonial and Devil Dance.

"Americans All"

16 min., MOT - 1945

A study of the vital problems with which many U. S. communities are concerned today: how to prevent racial and religious intolerance. The film is an honest presentation of intolerance as a menace to American liberty. "Discrimination is graphically shown, but the emphasis is on the practical, constructive effort to prevent such discrimination as exemplified by the now famous Tolerance Plan of the Springfield, Massachusetts, Public Schools." -- Education Screen.

"Brotherhood of Man"

10 min., Contemporary Films - 1946 - Color

An animated color cartoon that deals with a currently vital issue. Portrays that differences between the human races are superficial, accidental, and environmental, and explains that the different skins of the races of mankind mean nothing -- how, through the driftings of the first people of the earth, there developed the three separate races of mankind. Further points out that there are four distinct types of blood, but all are found in all races and therefore its differentiation has no racial relevance.

"Color of Man"

10 min., U. of California - 1955 - Color

Discusses the latest theories and findings on differences in skin color from one race to another. Reviews conditions which caused the development of color differences among the primitive men. Then shows that many people still inhabit the same areas where their peculiar skin colors developed; and that, between the extremes shown, there are infinite degrees of shading. Concludes by demonstrating that the forces which brought about color differences nearly have been overcome by modern science and transportation.

"Defining Democracy"

17 min., JEBF - 1953

This film has been made by combining two former films, "Democracy" and "Despotism." The accompanying narration and dialogue have been rewritten completely with a new sound track. It clarifies the meaning of democracy by considering two conditions favoring its development, economic balance and enlightenment. It also considers two conditions which aid in the development of despotism, slanted economic distribution and controlled information.

"Desert People"

25 min., U. S. Indian Service - 1941 - Color

This is the story of the Papago Indians who have lived on the desert for centuries. They find uses for nearly every growing thing. Even in this extremely dry region, they manage to farm a little and raise cattle.

"Discussion Problems: The Gossip"

13 min., Young America - 1955

The intriguing dramatization of a high school situation in which gossip, rumors, and failure to check facts lead to distressing misunderstandings among friends. Designed to stimulate thought and discussion on these general problems.

"Discussion Problems: The Griper"

10 min., Young America - 1955

A film designed to stimulate discussion on the problem of the individual who always sees the pessimistic side of everything.

"Heredity and Environment"

10 min., Coronet - 1951

Visual examples are shown of heredity and environment at work. An overview is given of cultural inheritances, genetics, environmental influences, and their relationships.

"How Friendly are You?"

10 min., Coronet - 1951

Presents some of the values of being friendly and encourages broadening one's range of friends. Friendliness is shown to be a two-way proposition involving many things.

"Improve Your Personality"

10 min., Coronet - 1951

Emphasizes that personality is not a vague, glamorous attribute of the fortunate few, but a part of each individual character. Shows how personalities can be developed, adapted and controlled.

"Learning to Understand Children" - Part 1 - A Diagnostic Approach

21 min., McGraw Hill - 1947

Presents a case study of Ada Adams, an emotionally and socially maladjusted girl of 15. It records the efforts of her English teacher to study her case sympathetically, to understand her, and to plan remedial procedures to help her.

"Learning to Understand Children" - Part II - A Remedial Program

23 min., McGraw Hill - 1947

A continuation of the case of Ada Adams. Her teacher develops a plan for remedial action. Shows how a child's interest in "art" can be used to improve her self-confidence.

"Painting with Sand: A Navajo Ceremony"

11 min., EBF - 1950 - Color

Portrays the traditional sand painting healing rites as performed by a Navajo medicine man for his ailing son. Reveals the beauty of an unique art form, and stresses its significance in the tribal life of the Navajos. Actual sand painting in full detail is shown.

"The Unfinished Journey"

A film telling of the Cherokee people and the "Trail of Tears" - available through the State Department of Indian Education, Oklahoma City, Oklahoma.

"Sioux Legends"

Available through Eagle Butte Sioux Tribe, Eagle Butte, N. D.

"State Jurisdiction"

Available through Indian Education Department, University of South Dakota, Vermillian, S. D. This film tells of the Indian fight in South Dakota in recent years against state controls.

"The Whitemountain Apache"

This film is made by the tribe in beautiful color. Available at Whiteriver, Arizona. It tells much about this tribe and its reservation.

SECTION II

HOW I FEEL ABOUT NON-INDIANS

180/

This writer would like to give recognition at this time to the following tribal leaders who have assisted in the teaching at workshops and helped in many other ways.

Name	Position
Mr. Frank Duschesneaux	Chairman, Eagle Butte, Sioux
Gov. Overton James	Chickasaw Nation - Oklahoma City, Okla.
Chief W. E. "Dode" McIntosh	Principal Chief - Creek Indian Nation - Tulsa, Okla.
Mr. Ronnie Lupe	Chairman, Whitemountain Apache Tribe - Whiteriver, Ariz.
Mr. Domingo Montoya	Head - All Pueblo Council - Albuquerque, N. M.
Mr. Wendell Chino	Chairman, Mescalero Apache Tribe Mescalero, N. M.
Mr. Valentino Cordova	Training Specialist, Arizona State University - Taos Pueblo, Taos, N. M.
Mr. Raymond Nakai	Chairman, Navajo Tribe - Window Rock, Arizona
Mr. Perry Allen	Head - Public Relations - Navajo Tribe, Window Rock, Arizona
Mr. John Lincoln	Education Committee - Window Rock, Arizona
Mrs. Mary Riley	Council Woman - Whitemountain Apache Whiteriver, Arizona
Mr. Hollis Chough	Salt River Pima Maricopa - Salt River, Arizona
Mrs. Anna Shaw	Salt River - Pima Maricopa Tribe - Salt River, Arizona
Mr. George Bryant	Teacher Aide - Queehan Tribe - Yuma, Arizona
Mrs. Agnes Savila	Council Woman - Colorado River Tribe - Parker, Arizona
Mr. Pete Homer	Colorado River Tribe - Parker, Arizona

Name	Position
Old Lady Redhouse	Navajo lady - Rock Point, Arizona
Mr. James Hena	Tesuque Pueblo - Tesuque, N. M.
Mr. Al Spang	Cook Christian Training School - Chief of Northern Cheyenne, Phoenix, Arizona
Mr. Marshall Tome	Publication - Navajo, Arizona State University - Tempe, Arizona

One area that has been closed to discussion is the feeling that Indians have toward non-Indians. Teachers are prone to forget that an individual reared in another culture may be very insecure in an educational setting. The following themes by Indian people are submitted with the hope that a better understanding can come about between Indians and non-Indians.

All of these papers were written by teacher aides. They speak loud and clear as to the hurts and fears that haunt them. All people have such feeling but we so often try because of shyness, shame, guilt, and fear to hide them. Why not share your feelings with your teacher aides? It may be just the exact help they need!

"Why do the non-Indian people have all the advantages of living in the most choice spots and the greenest parts where water is plentiful, while the Indians live on lands that are mostly sage brushes and rocky. I don't think this is fair, there were plenty of land space for all. The non-Indian (whites) were too greedy. Even now there are claims in courts where Indians are fighting for a few acres and the B.L.M. would not let them have any.

"Some non-Indians are good people because they accept the many cultures present in todays way of life. All people have come a long way to develop new and better ways of living. The many things that add to make living in todays world better, are made by people from many parts of the world. I like living in our world where one can be in different places and yet in a short time we home again. Yesterday we were home and today we are broadening our minds and accepting yet new and meaningful things to make our life and those around us a whole lot brighter and a little more understanding of other people. I think everyone has a useful purpose in life and having different people around makes it all the more exciting as the flowers have many colors to make a variety of beauty so do humans make for beauty. To see everything of the same color would be dull! Some people have not accepted the beauty of all yet, I hope through the world of many people, and much understanding there will not be hatred in our society. I don't like to see non-Indians and some Indians not tolerating other people because they are different from themselves."

* * *

"In most cases I like white people. But there are a few who I know don't like Indians and of course, I can't help I am an Indian, so I feel different toward them. I feel bad about it and some times wonder if I could help them understand us more. For example I have an uncle who is white and married to my aunt. Sometimes I have the feeling he doesn't like Indians because of some of the things he says and does. So there I'm a little mixed up. Because if he didn't like Indians why would he had married one and have a family.

"There is a lot of wonderful non-Indian people in this world who like Indians. So I feel life is too short to feel different about other races. There is both good and bad in Indians and whites aren't all perfect.

"So who are we to judge the color of people skin or race."

* * *

"To begin with I like some non-Indians and others I just can't cope with. I don't feel any difference between a white person who is working from his or her heart. He or she has a sincere love for Indians in comparison with an Indian. Some white people work with Indians just to get a higher salary or be employed by the government. Others work with them because they want to.

"Some white people are very ignorant. They think they are better than us Indians. Most of the time it is in their own minds. They most likely want to be better but are not. It could most likely be an unsuccessful thing or failure on their part, that makes them feel like that. Or most possibly their own ignorance of Indians.

"I have been in contact with highly educated white people and the majority of these people always stress that there is no difference in color. Indians as well as whites are part of the U. S.

"Many Indians are very intelligent but they have not lived in this culture long. The Indians are very rapidly progressing even having lived in this culture for less than a century.

"Most of all I do not like the white people that mistreated our forebearers. Especially after the Peace treaties were signed. Many of the white people were terrible beyond words.

"All in all people are getting better acquainted."

* * *

"I feel that the non-Indians are jealous to a point that the Indian will and can get ahead in what they do; meaning work, play, education if they had a chance because the majority of them want to do the best.

"They want to hire Indians because they can pay them low wages.

"They want us to get out and away from our people to improve us in all ways of new life. Then some times leave us out in the cold."

* * *

"I feel that the majority of non-Indian people don't undertand us as well as we'd like them to. And some think of an Indian as a person who is on Skid row. I have known many that are amazed as to our culture because they have never been told the correct way of our beliefs. These are the interested ones. Then there are some that have only been taught about our people from movies. This is wrong in my thinking. As a whole I think most non-Indians are no different than myself although we may not look the same. I am a Washo Indian."

* * *

"Well I think I feel the same as I do for real Indians. I go to school with more than half white kids, but live on the reservation. I find some of their ways are different than ours on the reservation but I try to meet them half way as they do with us. Most of the white people I met are very friendly and I go to school where they accept Indians as just any one else."

* * *

"I feel I am one of the persons who is in the gap between the Indian and white both culturally and physically. I am left out side the circle of my people and feel as did Dr. Carlos Montazoma that I don't fit in the Anglo Society. I have found that many white people sympathize with the Indian but do not understand them. So they give the Indian physical things which the Indian don't value because they think it is just charity. The white people then feel mad and say that the Indian is hopeless to help. This is the impression I got while going to college and living with white people.

"Most white people have little knowledge of the Indian and his culture and I think it is the duty of the white man to understand us on our level. The white people must respect me before I will respect them in their society."

* * *

"I can't bring my self to dislike anyone, regardless of the skin color. We are all human. We're God's Children. How I wish everyone would think that we're all alike! That the Anglos are no better than the Mexicans, Indians, or any other humans. We all have the same body structures. We're all the same. Now take for example. God created us equal. He never said one group of people were better than another group. Did he? No, he never. So, let's think of it that we are not any better than the one next to us and they are not any better than us. Now to get back to where I'm supposed to be.

"In my own way everyone is alike. I have no dislike for Indians, White, Mexican, Negro or any other groups. I like and love them all. In the future I hope to help everyone understand this little kid play of hating his neighbor. I'll help my own people, then I hope to help all the U.S.A. and I will!"

* * *

"I feel that the white people should get along with the Indians and not take away some of their beliefs because there are a few Indians that have their own beliefs yet. I mean I don't have anything against the non-Indians and I know they have more education than the Indians.

"I know quite a few non-Indians that will really make the Indians feel like dirt. I feel that they are not any better than anybody else. I feel everybody should get along. I don't have anything against the non-Indians."

* * *

" 1. I feel that a non-Indian has more education than an Indian.

2. They are more aggressive in making a living.

3. They are not ashamed of their people after well educated."

* * *

"My father had very little Indian blood and my mother was a full blood. So English was the language spoken in our home. Our way of living was as the non-whites.

"I was about 9 or 10 years old before I realized other Indian people lived differently. My parents did take us to Indian ceremonial doings and etc.

"So, being a half-breed, my feelings towards non-Indians is as my feelings towards full-blood Indians. There are some desirable and some undesirable friends (and people).

"Ignorance, prejudice, and all other undesirable traits, habits and ways of life is the same in all people, though the language and customs may vary."

* * *

"I am a half-breed - Mexican-American or is it Spanish American they called it. Incidentally, there is conflict of which part of the country accepts what category or classification they consider themselves. I feel a mixture of animosity toward both races in some of their backwardness but at the same time I burst with pride when I know my rich endowerment from the heritage of two great culture. Now I know a third since I moved into the Blackfeet and have children truly belonging to the 'American'."

* * *

"I feel that the white people are really great about getting education. There are so many that are helping the Indians get educated. Also, I will work right with them as they also can help their own people in many ways."

* * *

"I have no hard feelings against a non-Indian. If we were all like, in our tradition, what would we be doing here today? Most of us here in this room have families, children. If the non-Indian didn't try to better us Indians in clothing, food, education, schools would our children and our selves speak English today? Therefore a non-Indian is just like a brother and sister to me trying to start me as a teacher, so that I could go on and do the same for my tribe and their children. We are very fortunate we have non-Indians on our country to do so many things for us Indians."

* * *

On an Educated Indian:

"An educated Indian is a person who believes in his own right.

"I think he thinks and believes he is better than other Indian people. Since he has had a better education and is well dressed, he also has a better home than the Indians he had lived with.

"So I believe he is trying to really make a fool of himself. After all he is an Indian. I also think he should take a good look at himself and then also at his children. They look Indian. Some are dark and some are white, and this is real true the darker they are they act better."

* * *

"People from all over the world are the same. Apparently I don't feel prejudice against any one race. We may have a white, brown, black or even a yellow skin. People are not different anywhere. But in a way, other people are prejudice against a different person's color. But I think, just because a person is darker or lighter doesn't mean people have to like just that color of person."

* * *

"I am a full blooded Indian and I am proud of my heritage. God created non-Indians -- therefore, I feel that we should all be equal in the things we do. I believe Indians have the same rights as any non-Indians."

* * *

"I am proud of being an Indian and I am glad our people and their children are getting to live a better way of life.

"And the better homes - for the Indian people than they live in now - and giving the people more education.

"And I like the way the white teachers are giving our children a grand education."

* * *

"I've been raised among Indians, but ever since I could remember I am always around non-Indians. I get along with them very well, but some that acted smart, I had nothing to do with them. We learn a lot from non-Indian, we have to speak English to get around and in our schooling that we got from them. So, my feeling toward non-Indian is that they did a great deal for us Indians, I think they're nice. If it isn't for the non-Indians we probably stick old Indian way, which I think it isn't nice, not that I wanted to leave my Indian tradition."

* * *

"My feelings for the non-Indians is that they are alright, if they do not have any prejudice feelings against us.

"As for a non-Indian that think that the Indians are the most unwanted creature and feeling they are above us, I do not care for them.

"A non-Indian who like to be with the Indians and has the patience to teach and show how the Modern World is like, I would like to be his friend."

* * *

"I believe they have helped and improved our way of living in a lot of ways and am very glad for that. On the other hand a great many of them are prejudiced and say and have done so many things to hurt or discourage us. It doesn't take a great deal to make an Indian angry, and when that happens he usually gives up what ever he was doing and 'crawls back into his shell'.

"The non-Indians where I live (in a small town) were very prejudiced about 15 years ago and hated to see the Indian come into town. Then the children were asked to start school in town. Slowly, we were accepted and now that they know the Indians and their ways, they are a lot nicer and they even want to learn the different ways we make things (arts and crafts) and also our language."

* * *

"I do not have any real bad feeling of an non-Indian, except sometimes I used to envy some of them because of their wealth. But I soon learned money isn't everything. Right now I live on a reservation and I have a nice home, and I attend school in a different state. I've met a lot of non-Indians and actually I like them the same as anyone else. I do enjoy Indian ways and also take part in some. I was not brought up with Indian ways but I do mingle with Indians and whites a lot therefore, I'm moderate. I have not yet met any non-Indians who never accepted me. The one I've met, I have liked them and vice-versa. I also lived in their home and got along very well. I treat everyone equal and would like to be treated the same."

* * *

"I feel that the Indians have been forced into the non-Indian way which have at times made them rebellious."

* * *

"Some of them are all right in some places where I have been. Others will not have anything to do with you. You can see it makes no difference to me what language they speak. You can have some way of talking or getting to know them if you really want to.

"Many white people judge an Indian as not being very intelligent. Also they may see one drunk on the street corner and judge the rest of the Indians as being in the same manner."

* * *

"Well I feel that they are just the same as us but they try to take over on all the things the Indians have. Such as, on the reservations the ranchers try to buy all the Indians and take over a lot of things such as they promised us government protection. All the time now they are starting to turn reservation loose. Are people to stand for themselves? But most Indians aren't ready to stand by themselves. And even if white people act like they are your good friend, if they find a way to cheat you they will cheat you."

* * *

"I have come to accept a white person as just another person. I grew up and have lived on a reservation all my life. When I am approaching or meeting a white person for the first time, I am always very much aware of how they greet me though. I look to see whether they are friendly or if they think they might be too good and not accept me as I am.

"As for other nationalities I do not mind meeting them as I know we have barriers in common.

"I do wish they would paint the true American Indian of today in TV programs etc. I feel this has a great deal to do with Indian discrimination."

* * *

"I don't really think there is much difference between the younger generation of Indian and non-Indian. Most of the non-Indians that I know are friendly, courteous, and respect the Indians. There are also a few that I have talked to that I didn't care for at all.

"I have worked in an Indian Museum, as a guide, and have been asked some of the most stupid questions. A lady one told me that she didn't know Indians spoke English. She asked, how did the Indians find out about Christ? They would ask two or three people the same questions, just to see what the answer would be. Those are the type of people I don't care for and I gave most of them stupid answers or else asked them the same questions concerning themselves.

"Other than those few people, the rest are real nice. In fact, I also have two brothers-in-law and one sister-in-law that are non-Indians.

"There is also some non-Indians I like better than some Indians."

* * *

"First of all, if it weren't for the white man we would not have all the nice modern conveniences.

"I thank them for the religious faiths they have brought me, for decisions and etc.

"At times I feel that I am lucky to be an Indian though. We have some benefits the white man does not have.

"A white person will go where he can obtain work, no matter where in the world."

* * *

"I liked most white people that I meet. But there are a few who I didn't especially care for. Maybe because I was an Indian they treated me different than a white person. Some white people are real nice and want to be your friend and help you in everyway they can."

* * *

SECTION III

WHO I AM!

During the past two years this writer was totally involved in the training of Indian teacher aides for forty-four reservations. These aides had varying degrees of education and experiences. They shared one enthusiastic goal. Each of them had entered the program with an intense desire to help young children.

What great things happened in those years! Indian adults who had previously hung their heads in the presence of educators because of lack of confidence began carrying their heads high. These same Indian people's eyes began to gleam with new hope and light. They shared common problems and fears in their training sessions. New methods as well as old methods in education were examined and discussed in many languages. Some aides who spoke little English attended classes in both their native tongues and English.

Petty jealousies in the local community lessened as aides united in efforts to help young Indian children. A new pride in the education of their own kind was rampant.

These schools, for the most part, were run by people from within each tribal location. Five pueblos were large enough to be chosen for their own Community Action Program agency. In all cases the tribal council has been the final authority in the hiring and firing of teacher aides. In Navajo country aides were elected by local chapters. Communities appointed aides. But in all cases Indian people were taking full responsibility for their own schools and succeeding in this new venture.

Very sophisticated educational concepts were not only understood but put into action. Teacher aides began reading and searching. Some took a General Educational Development (G.E.D.) course and finished high school work. Others, with new confidence, began summer college courses.

Especially, in cultures of many pueblo villages, women had not been encouraged to continue with their education. Some of these women received full approval from their peers as they, for the first time, entered institutions of higher learning.

In many Indian cultures, women had been identified with educational programs as cooks and dormitory attendants, men as janitors and bus drivers. Only now, have Indian children seen the dancers in their village, the "clown" of a ceremonial, the best pottery maker, rug weaver, or the head of the local community identified in the closest way possible in the classroom, as teacher aides.

In order to better understand these teacher aides, the following papers written by them are submitted. Each was written under a title of "Who I Am". Most of these papers were written at the end of a four-to-eight week training session.

"First of all, I am an individual who is proud to be who I am. I have received education through the 12th grade which I consider myself fortunate enough to get. I communicate fluently through the English and my native language.

"I consider myself a moderate person when it comes to cultures and traditions. I believe I will always be a moderate with the changing times.

"I was married at 19 years of age when I was in the United States Marine Corps. I enjoyed my tour of duty with the Armed Forces for 4 years. I was glad to be a part of the Armed Forces which protects our country, families and American heritage.

"I have 6 children who I intend to bring up with respect, discipline, honesty, loyalty to country and love like I was brought up by my parents and grandparents. I have a wonderful wife who I have known for 14 years and married to for 7 1/2 years. I married out of my people and my wife is an Oklahoma Indian.

"It has been a great opportunity for me to attend this training and thank all the wonderful instructors and fellow students to give me this training and a lifetime friendship which I will always remember. It's a small world so I know that you are working with me side by side everyday, opening new doors for our children and helping them through.

"You see 105 thousand when you see me and I am a Navajo".

* * *

"Before I came to Tempe I was nobody at least that's the way I thought. But I was really somebody all along. I am a Tewa tribe from Hopi Pueblo. My father is part Tesuque and My mother is part Nambe. So that makes me a little of everything. I am a mother and I am also a pottery maker. I am a singer and I am a dancer, sometimes I know I don't do a good job. By faith I am a Catholic and I hope a good one. I am a teacher aide and I hope and I am going to do my very best for the children. I will use what all I have learn here. I am first American and I am mighty proud of that. I am somebody important and I am glad to be alive."

* * *

"I am ________________ my name and my blood I'm Whitemountain Apache from Arizona.

"As a citizen I'm American Indian.

"All my life I've been brought up and taught all the old Indian culture. The rest I was left alone to think out my ideas or the ways in which I will choose to live. So I'm a lot of different people. I live both modern and progressive. I live both ways at a time."

* * *

"Up to this point in time, what I was or had been is as nothing, in comparison to what my role in life is and will be at present and in the future.

"I am an individual in a team of persons dedicated to one common goal. That is guiding our little children to become good citizens and leaders in our world. I among others have the awesome task of creating and molding the characters of these potential future leaders.

"It will be a rewarding thing, if in the future, we know that we have succeeded in this great project that has been entrusted to us, that we have been instrumental in achieving a goal of great promise, the forming into reality a leader or leaders with initiative and the ability to meet any future problems with an awareness that they can and will succeed in solving these problems.

"My task will not be an easy one. Many human factors and failings will enter in at sometimes during the course of this teaching. But, the prevailing and dominant purpose is ever present. The right guidance for the small child who in turn will grasp this teaching and broaden out to other more advanced learning. Thus, becoming a responsible and creditable member of his or her community.

"This then is who I am, a person who is responsible for forming good human character and with this incentive, I can succeed."

* * *

"I am a Navajo Indian who live on Navajo Reservation. I live here just like every one else in the world. I am glad I am belonging in this Indian nation and I am going to be the rest of my life.

"In this Indian life I have to live poor because of too many things to depend on - but that is part of life to me. Maybe soon I'll realize what my white brother trying to show me."

* * *

"I am patriotic to my flag and to my country. And, like John Glenn I get a funny feeling too when the flag goes by. But, I'm not quite the square shooter that I would like to be. (I still buy a few books at the drug store.)

"I think that I act as most teachers would like to act. I enjoy saying what I'm thinking and the way I'm thinking. Sometimes, in my school when the children are finishing their lunch, and ask to be excused, I tell them to be sure to eat their napkins. They get a kick out of this. They respect me and know that they can be at ease around me.

"When I first started school, I was always afraid and this lead to my dreading school, I came to dislike school and began playing 'hooky'. All because I was uneasy about my first grade teacher, she was inconsistent with every rule she set down. One day this was right and that was wrong, the next time it was completely overlooked. Little things like this mean a great deal to a beginning child. I try to avoid inconsistency in anything that I do around the children. I want them to be at ease around me."

* * *

"I am an Indian belonging to a society of the Navajo Tribe who admire the culture of my people. They have some thing which is more valuable and be really proud of, while others are losing theirs. The religious ceremonies which they believe. I respect and believe them."

* * *

"On May 1, 1946 in Los Angelos, California was born a very bouncy 7 pound little girl. The proud parents named her ______________ .

"I assumed that life for me was a pure delight, for I was their very first child. By the time I was 4 years old, my parents were separated, my mother then brought me to Santa Fe, where I lived with my grandmother.

"This of course, I couldn't understand, because before all of this, I was very happy with both of my parents. But at times, I still remember how they would argue and daddy would leave and not come home for days.

"Still remembering very distinctly, of one day, they argued and my father didn't come home at all. I became very curious and would ask my mother when he would come home, and she'd break down and cry.

"Later, when I was 7 years old, and still living with my grandmother, I learned from her that he got killed in an automobile accident, that night of the argument.

"Of course this upset me. I stayed with grandma until I was 8 years old, and she became very old and couldn't take care of me anymore - she asked the welfare to take me. I refused to ever go with my mother. I blamed her for my father's being gone.

"I was placed in a foster home, and stayed there until I graduated from high school.

"My mother has never come to visit me. But I do know that she lives.

"In the summer of '64 I married a boy I went with all through high school. We were married a year and he was drafted into the service. He left a week after our first child was born. He has been gone since last winter. And he has never seen the baby, except through pictures.

"He will be back soon. Then I hope we can take on where we left off, and give our daughter the mother and father kind of love I never received.

"Now I'm going to work with children.

"I believe I'll enjoy my work. I love working with children. Later in life I hope to have a brood of my own.

"Since I've been out here at Arizona State University, it makes me just wish I'd have gone on to College and get the education my foster parents wanted me to have. If ever again there's a chance for me to further my education, I'd never pass it up.

"Because now I know who I was then. I was a child who was out to get revenge. I blamed each and everyone for the broken home I came from.

"Now I'm a mature young woman, at the age of 20 years. Now I'm sorry for the way I took life and everyone in it. If I could ever live my life over, there would be a lot of changes for now I realize who I am."

* * *

"I am Navajo but I live and think mostly in the Anglo culture. I am more comfortable and at ease in the Anglo culture. The reason is because I was reared in an English speaking home.

"During formal school years, my training was at an above average mission school for Navajos. This was my only opportunity to learn some Navajo aside from short visits to my relatives on the Navajo reservation.

"I really try at times to think and act Navajo, but it is with awkwardness that I perform.

"Many times I have felt very dumb, because I am not really secure in either culture. The only Anglo people I feel comfortable with are the educators. The religious people are boring and I'm suspicious of the business people.

"There are some Navajo ways about me. I speak with a slight accent. The shyness is there and I love Navajo food. I feel very close to the land; and most of all the Navajo children are a delight to be with.

"School and learning was a happy time of my life and I intend to share this with the little Navajo children. I hope that I can make school a happy experience and instill a desire to learn in the children that I have charge of. I would like to leave this intangible something behind. Teaching Navajo children is a rewarding experience. I would like to contribute much more than I receive in monetary worth."

* * *

"My name is ____________ and I am from the land of the Papago's where I was born. I grew up on the Papago reservation. In my early age, during the war, I went among the non-Indians. I worked with them I even wore the uniform. I was proud because of my country and my people.

"This is him you have met and communicate with him. This is him you saw with the crowd at the Fort Apache-A.S.U. workshop. This is him you saw in the classrooms at Papago Indian Reservation. I hope that you will remember him.

I am the Papago Indian attending the A.S.U. workshop for four weeks at the Fort Apache. I am the one thats going to miss you and all the wonderful people, I have worked, laughed, eat, and have fun with them. I really enjoy it all. This is I."

* * *

"I am a Pima-Navajo girl born here in Phoenix, Arizona. I have never lived among the Navajo people but I did go there when I was very small to visit my grandmother and relatives and that is all I remember of them.

"Being a quiet person I have always liked to be among people. I never like to be by myself. I come from a large family. My grandmother had fourteen children and my mother had seven children. Being the oldest sister in my family I had to take care of the smaller ones and I always found it wasn't very hard to get along with them.

"Then after I got married I had children of my own to raise. I was surprised at how fast they grow. I guess that is why I chose to do this kind of work because I like children."

* * *

"My name is __________ , a San Carlos Apache from San Carlos, Arizona. I'm full blood Apache. I'm very happy to represent the Apache Tribe.

I'm the person who wants to share my friendship and share my love.

"As an Indian I like to attend big ceremonial dances.

"Also I like to work with little children. Working with them as an aide is lot of fun."

* * *

"I am __________ , a Quechan from Yuma, Arizona. I'm married to a Navajo and have two children, the ages of my two little girls are 3 and 2. Unfortunately there has been trouble between my husband and I think that will end up in a divorce. To this day I no longer care much for Navajo's but I know that the reason why I feel towards them is because of the way my husband mistreated the children and I, and how hurt I felt that my marriage had to end like this. Someday the feeling will go away because I like people, I don't want to hate or dislike any body. There is one kind of people I don't care too much about, please don't misunderstand me it isn't because I feel this way for nothing. But, this is what I have seen for myself. That's how I feel towards them. The people is the whites. Ever since my childhood I went to a public school where the white children looked down on me as a dirty Indian. When I tried to take part in their activities they laughed at the way I did it. They even laughed at my broken up English. From then on I was afraid to talk or try to do anything in front of lot people because I was afraid that they would laugh at me. I know that the white people say that they would help you but they don't. They lie and cheat to get what they want from the Indians. During the summer when I was still attending school, I used to work for my clothes which I will be needing when school started. I remember one family took me in to work for them, I was suppose to get paid $15.00 a week but they usually pay me $5.00 and say the next week they would pay me $20.00 but they don't. This continued for a long time so I figured that I better stop working for them, at that time they owed me close to $50.00 which I never got. Through this experience and what I saw in my childhood I can't seem to get along with whites. Since I have been here, you seem to treat us all alike, for once I believe that there might be one who cares what happens to us Indians.

"It seems that whatever I need or want I always have to get them a hard way. I seem to have bad luck all the time. Even now when I had my children I practically raised them on my own, with no help from my husband. Since we separated he doesn't support us now I have to be a mother and a father to them.

"Now that I have taken up as a teacher aide I will try my best to make the children not be afraid to speak up and not to laugh at one another. Let them know that loving one another is the most important thing in the world. That to hate is very bad. I don't like to be mad or hate anybody, I like to get along with people and help them if they are in need. I may not have what they want but try to get it for them. When I do things for other people, I feel good inside to know that I have done a good deed."

* * *

"When I really stop and think of 'Who I am' I can only come up with this: I am very proud of the millions of genes poured out by my ancestors. Beginning from way back when man came into existence; then coming up to the warrior type Mexican Indian; then the conquistador Spaniard that came and left us a beautiful language and rich heritage; then from the brave, patriotic, enslaved 'mejiconos' who chased out French - Spanish and all from their 'mejico', to my very gentle parents who produced this individual, ."

* * *

"I am the kind of a person who is for education, however I never had an opportunity to go any farther than the 12th grade. Now that I am in the Zuni Educational Program I have often thought of going to college. I'd like to be a teacher to my own people instead of just a teachers aide. My people need a lot more of their own kind educated. Seems like everywhere I go I see people my own age better educated than I am. I start to wonder if they can do it well so can I. I am no different than no one else. Things maybe hard at first because I have a family, but I am sure it will be worth while in the long run. 'Whatever at all, is worth doing, is worth doing well.' I only wish more of our people would have this same feeling. I have so much love for my freedom, my family, my home, my church, and all the Zuni people. I am always so darn proud to say I am a member of the Zuni Indian Tribe, but I suppose this is true of every tribe in the world.

"It's been a real honor and pleasure having the opportunity to be one of your students. You are a person that will be long remembered not only by me, but a lot of others who feel the very way I do. It's so hard to express how I really feel, but maybe time will tell. Do write to me and encourage me some more. I sure need it at times when my very own people say mean things about me. It's so hard to except their meaness, but I still try to get another chance. A lot of my own family say your crazy to give them a chance at you. However time heals all the hurt in me, and I feel no way to hurt the person who set out to hurt me."

* * *

"My name is ________________ . A member of the Navajo Tribe for which I am proud. I am twenty years of age, married and have a four month baby girl.

"I am a young lady of deep concern for the Navajo Tribe. I love my ways of living as a Navajo and the culture of my tribe."

* * *

"I didn't know until this week that I was anyone. I did not know who I was or where I was going. I was just living existing-nothing more and I thought this was great. I had dreams but no push to follow up with.

"Even when I got the job this was good but I had no real goal. It was a job-big deal!

"It was this week that I found out who I was and it is a feeling beyond feeling so great!

"I couldn't see me in a class room and not a childrens teacher at all.

"Today at the school I found my goal for life and I hope to God I can do good at it. I know it means changes in my way of life. At first hard changes but, it will be worth it to see just one child smile. Just one will be all it takes and it will all be worth while.

"How good I feel!"

* * *

" _______________ was my maiden name. I was born on the Ute Mountain Indian Reservation on February 1, 1938. As a little girl we didn't live in one place. We moved from time to time. Because sometimes my dad couldn't find work. Later on I faced a separation between my Mom and Dad. Mom took us back home in Blythe, California. There I started school. As I grew up to be a teenager, I was faced with the fact, that there wasn't any money for me to finish school. This was a public school. California didn't allow California Indians to attend boarding schools. I was really disappointed. In my mind I really didn't see the sense of going to school, if I couldn't finish. So I dropped out. Right off I started messing up my life. All the hopes I had built were gone. I turned to drinking. I was rebellious at my Mom and the whole world. It didn't take me long to get pregnant. I refused to be married. The baby finally came. I couldn't work, I just didn't have the experience. I don't really know how I got through that year. The following year I said to myself, I really should get married. There just isn't any other way for me. I found a guy I really loved. In fact we both loved each other. So we got married. (Common Law). We stayed married 9 yrs. Life wasn't sugar and honey. There were times when I was happy and there were times when I sat down and cried. And sometimes there wasn't enough food or money in the house. By this time my husband turned to drinking. To make matters worse I had six children and was expecting another. There wasn't much I could do, but sit tight. This is the time I really sat down and thought of life as it should be. I knew that if I tried it might succeed. Life was getting worse by the day. So after I had my baby. I found a job as a maid in a motel. Then everything was looking brighter. As I started coming up my husband was going down hill. I thought about moving away and starting a new life for me and my children. As time went on I finally did. I left my husband. He just couldn't see the bright side. We came to Yuma and I began work two weeks later in a cafe washing dishes.

We lived with my Mom. The money wasn't much but it really did help. As the months went on, I found a man who really loved me and was willing to take my children as his own. So I married him. (by law). We have a baby boy now and I am really happy. Today I know I came a long way in learning the great difference in my life. I really learned a lot about myself. I want my children to have the education that I missed. Now I have all the confidence my myself. And all the opportunities I want to better my life. I have learned a lot about children and myself since I've been here. I know that what I have learned I will help other children to learn."

* * *

"During the 21 years, living as a Navajo, I can say I changed several times as most people do.

"As a child I lived with my grandparents. This is where I learned all that I know about my people, how they lived; what they ate; their language; their sacred ceremonies, (and) their daily routines, etc. These I learned unconsciously, not realizing how important it was to know my culture or the background of my people.

"In my early teens I moved away to live in the modern way with an uncle. It was then that I tried to wipe out the experiences with my grandparents. Many times I acted like I wasn't familiar with the old ways of my people. In other words I was ashamed of them. Thank God this did not last. (I know) Often times I ask myself why I did this; my only conclusion is that no one really stressed the importance of being an Indian when I was a child.

"I know there are young Navajos, today, who feel the same way I did in my early teens, but I also know that many of these youngsters do not know much about their people. Now that I know, through experience, what can happen to youngsters, my aim is to tell the little Navajo children how important they are. I am very proud I am an Indian and I want the coming generations to feel the way I do."

* * *

"I have a mother and my father died when I was a year old. There are two boys and three girls.

"Then my mother remarried to my father's brother. My grandma was the one who asked my step-father to marry my mother to take care of us. My mother had seven more children. To this day I am so thankful for him that he came in to help us in our needs and troubles.

"Most of time we were after the sheep and bring in water day after day with my brothers and sisters. My step-father was away working on railroad for years. He would come home a few days and would be gone off again.

"Our income, we got from my mother weaving rug and baskets and my step-father working.

"I started school when I was six. I did not know what school was for.

"When I was eleven year old I had ear trouble. I got behind when I was in the seven grade, because I could not hear well. I was put in a vocational school. Then I thought I want a high school education. So, that school year I read every book that got in my hand and did my assignment. By the end of the year I gain one year grade in the text. My principal recommend me back to the regular grade school. I graduated from high school in the spring.

"Because of the small income at home. I would spend my summer working for my own school clothes. Ever since I was in the six grade for friends or relatives.

"Now, its hard for me to accept anything that is just given to me. Because of the past, everything I get I had to work for.

"I have planned to go on to college majoring in the field of teaching. Where I can go back and help my own people. It is because of needs of teachers who understand our people's heritage we are a custom to."

* * *

"This question of 'Who Am I?' has always been a puzzling question in my mind for several years.

"I was lost in this big, big world. My mother passed into another world when I was only in the fifth grade.

"I went on discovering my way around in this rude and greedy world. It seemed as if everyone was looking out for themselves, and to heck with the rest of the world.

"The only home I felt was the government school, as I spent the majority of my time there. It was there that I met a true friend and teacher who devoted herself to the pupils. She took an interest in the students for what they were.

"Upon my completion of high school, I was rather lost, as I always felt secure at the boarding school. Then I realized that my teacher in high school had her start somewhere in life, just as I was experiencing.

"Early in my years I never had much love, so I was bound determined to let others know of the word love."

* * *

"My name is __________, a Sioux from South Dakota. My greatest weakness is that I cannot talk in front of a big group of people even if I knew them a whole year. I don't know why I am like this. I feel like fading away everytime I have to talk in front of a group. I graduated from 12th grade in May, 1965.

"When I was small my parents didn't have much but we had enough to get along fine. They both have steady jobs at the present. I am the third to the oldest, I don't think much of myself everytime I get into trouble, sometimes I wish we could relive our past but I guess you can't turn anything back. Its my fault that I did what I did. I think I am about one of the quietiest one's in our family, I just don't seem to have a good imagination because everytime the teacher asks me a question, I wouldn't know what to say. Anyway I think its because I day dream most of the time. Slowly but surely I think I can communicate better with the teacher. When a teacher asks me a question and I give an answer and she compliments me, I feel a surge of joy. I don't have much to say except that I am getting over my shyness this way."

* * *

"Besides being a member of the Laguna tribe, I am by faith a Catholic, Mother of three children and wife of a carpenter fifteen years.

"Within my family, it has been stressed to get a good education if at all possible. And so it is that every where and every chance that is available I do my best to explain to my people the importance of more and better education for our young and old alike.

"When I first learned about the teacher aid school programs planned for our area, I felt it would be a wonderful opportunity in which to help mold young human beings."

* * *

"My name is ______________ from the Pueblo of Isleta. There are 18 pueblos located in the State of New Mexico of which Isleta is the largest Pueblo located on the bank of the Rio Grande.

"My people are agriculture they have made their living for centries by farming the land along the banks of Rio Grande River the land which they put under iregation principal crop are alfafa corn chile.

"My people make small pottery for their use the clay located in our area not suitable for large pot some of my people make jewelry many weave colorful belts worn by the men and women of the tribe the women do beautiful drawn work which can be seen on the traditional skirts worn by the Isleta men which distinguish and identify them among all Indian people. Other make moccasins, do cross stitch, bead work men make drums.

"My people have kept up their arts and crafts to provide our own people with their needs. Not so much for commercial proposes.

"I have eight children the oldest of which is fifteen and the youngest is 6. I try to encourage and participate in any activities in which my children are interested. I like children very much. I will enjoy working with them. I will do my best to be a good teacher aide. I am a Catholic by faith and full blooded Indian."

* * *

"I'm full-blooded Pueblo Indian from San Juan Pueblo, New Mexico. I was born and raised and living there in an adobe house. I'm Traditionalist in all but food, transportation, and Education.

"I was one of the first girls to finish High School. On account of financial difficulty I wouldn't go on. So I went to work at the Day School where I worked with children from beginners to sixth grade, then was transferred to Santa Fe Indian Hospital, as a Nurse Aide and interpreter. I got married with some tribe, had five children and took care of them, from infant on. One of the needed and wanted culture of Arts and Crafts I went into is making shell and turquoise beads, with the help of my husband and children.

"As an aide I feel and want to understand children through experience. I can and will help them and grow along with the children."

* * *

"I think I am a person who tries to understand people and always ready to help a person and lend a hand.

"I like to work with children. When I make friends I have a feeling deep from my heart. I try to set a good example in my community. I try to show my appreciation for things that are done for me."

* * *

"My father, during the depression years, went to Montana to shear sheep. It was at this time that he met my mother and they were married. My first memories are of living in a town called Bannack, which was the first capitol of Montana and where the vigilanties were notorious. Here my parents ran a store; this building was of wood and old as were all the buildings in this town. When my aunts would come to visit they would sleep in the building that was Montana's first jail house. It was during this time that my parents made me aware of the world around me. I was aware that this place held an important place in history, even though I could not understand it. When I was a little older we moved to another area that was a gold mining town. I was of pre-school age but some of my fondest memories came from this time in my life. Here my father built a one room log cabin. Our water had to be hauled some distance, our fire was made of wood. I used to go with my father to cut the wood, and when it sat in a stack for a while the chipmunks would often make their home in it. I wanted one for a pet, but Dad said it would bite. I didn't care I still wanted it. So he helped me to trap one. He showed me how to care for it. I did all he said and it still bit me so I turned it loose very fast and learned to admire chipmunks from a distance. While living in this home I learned much about life through the wildlife around me, I had a dog that had puppies, someone found an orphan deer, a big rattlesnake got under someones house and I learned to respect them, a cottontail rabbit we could shoot but just for the meat. My father also taught me a little about reading animal tracks.

"My mother played a part at this time also. I can't remember much that happened in the home, I guess there wasn't much to do in one small room. The river was one important place she took me to; it meant many different things. It was where the clothes were often washed, in summer it was used for swimming and in winter for skating, our meat came there too in the form of fish. Another wonderful thing she did with me was to take me for walks. She loved the flowers that grew on the mountains, we would pick some to put in our home. She would tell me the names of them if she knew them, some I think she made up. We would talk about the color and shapes and the bees and butterflies that made visits to them.

"At this mining place the men built a school. It had a small room for the teacher to live in and a larger one was used as a classroom. I used to go visit the teacher and wanted to attend her school of all ages. The only two things I can remember about it are I had to sit still, which was very hard for me and the other thing was making circles and lines to prepare one to write. I thought I spent a whole day in the school room, but mother says I only made it for about one hour. The schooling I enjoyed after that was a very kind lady would let me come to her house and color, make May basket, paper dolls, paper butterflies and many art type things.

"It was a sad time when we left here and moved into a town. My dear mother and father though continued to take me into the great outdoors and teach me many of her secrets and the happiness that could come from it. Even up to the present time they try and take my husband, who had nothing like this, the grandchildren and myself. Through my life I have had many hard knocks or what some call growing pains. I'm not sure how I'd have borne it were it not for teachings I had had and the comfort I learned to get from my simple surroundings. I have tried to bring a part of what I was taught to my own children and other children I have come in contact with. Small children are so eager to learn and to understand all they can. Somehow I have always been in contact with small children even though I was raised as an only child. I think all my life I shall have small children around me for I find great joy with them. Maybe through them I am reliving a part of my childhood."

* * *

"I am Indian and white both. A persons race doesn't bother me.

"Today, non-Indians and Indians must make amends for our ancestors mistakes and learn to live together. This problem, I believe, is nearly solved as far as finding a problem and solving it goes."

* * *

"For years and years I've always thought of me as an Indian. But deep inside of me, I am proud of myself that I am a Navajo. I am the one who is always looking forward for what door would open for me and do me some good. I've never thought of myself as a dumb old Indian. In either way I always think of myself to stand up straight with my head high because I am a Navajo.

"I am especially proud of myself right now for what I am doing for my people's children in my own community. By teaching my own people children to speak English.

"I guess I am an American first, second - I am an Indian but deep in my heart I am a Navajo by mother and father and further back in all generations."

* * *

"My parents have always been very poor and my father always use to say 'we have but a few sheep, we can't afford to feed and clothe you. You go to school and learn as much as you can - make something out of yourself so you won't ever have to beg for your children.'

"Both my parents jumped at the first opportunity to educate me when an Anglo family wanted to put me through school in California. I graduated from Pasadena Rose Bowl three times - John Marshall Junior High School, Pasadena High School and Pasadena City College.

"No one was happier than my parents when their efforts paid off - they earned my respect and taught me that unless you have respect you can't amount to much. And there hasn't been a day pass when I didn't feel very grateful to my parents.

"But it was a beautiful Angel Unaware who really patterned out my life - who fulfilled my life abundantly, joyfully with the Lord especially, in the darkest hour.

"I can't even begin to count what she has done for me, what she has taught me in the five years she's been with us. I've seen her change many lives, including my husband's. Whenever she's in need the Lord always provided because she is special - because she came for a purpose. We have seen through her life with us - because she is a mentally retarded daughter of mine - with a child like this there is no room for false pride, no room for sin - just righteousness."

* * *

This writer will be eternally grateful to these many Indian teacher aides who have become a part of my life.

We have shared many wonderful experiences in and out of the classroom. They have each enriched "Who I Am" in a different way. They taught me so much. I feel most humble in the presence of people such as they.

Indian children cannot help but benefit from educators such as these teacher aides.

Let us all join forces, teachers and teacher aides, rededicating ourselves to helping Indian children wherever they are.

THE INDIAN LEADER, HASKELL INSTITUTE MARCH 25, 1966

What Is An Indian?

By Caroline Jim

During the course of a normal working day I answer many questions from non-Indians. The questions are varied and in some cases, poorly stated, but usually they add up to one question: What is an Indian?

I see the Indians as a group of people, all different in their ways and yet held together by a common bond called culture.

I see the Indians as a group who fought courageously against overwhelming odds and after giving in and signing peace treaties, lived to see the treaties broken.

I see the Indians as a group who, after only 140 years, have done a remarkable job of completely changing their way of life and, in many cases, have become leaders in their chosen professions.

I see the Indians as individuals who, when their country was in danger, went to the front voluntarily and gave that "last full measure of devotion," not only in the Civil War, but in World War I, World War II, the Korean conflict and now, Viet Nam.

I see the Indians, as a group of people who are proud and rightfully so because they possess secrets of life that the white man has never discovered.

I see the Indians, as generous people who think nothing of giving their "last" to help a friend in need.

I see the Indians as a wise group of people because, even in broken English, they will tell you how important it is to gain an education in this modern world.

I see the Indians as a people who, when they do cross the cultural barrier into the dominant society, become the best at their chosen profession, whether it be medicine, law, politics, a trade, athletics, or fighting for freedom.

And, when I think of the Indians in this light, I think of the question: What is an Indian? My chest suddenly expands and I think, I AM AN INDIAN.

* * *

THE ROLE OF GUIDANCE IN EDUCATION

Wayne Maes

Arizona State University

THE ROLE OF GUIDANCE IN EDUCATION

Traditionally, guidance work has been identified with testing, gathering information about pupils, supplying vocational and educational information, and assisting in vocational and educational placement. These specific guidance functions have sometimes been conceived of as ends in themselves rather than as practices which lead to the realization of broader, more significant goals.

A major goal of guidance is to assist children and youth, to free their capacities to learn, to become productive and reasonably happy citizens in a complex society. There are two aspects of freeing the capacity to learn; (1) increasing effective behaviors, and (2) decreasing irrational fear and anxiety which stands in the way of the development of effective behavior.

It is the purpose of this chapter to explore a rationale and specific techniques for reducing irrational fears and increasing the effective behaviors in children. The rationale and techniques are applicable to the work of teachers and teacher-aides. (The term "teacher" will be used throughout the remainder of this chapter to refer to both teachers and teacher aides.)

It is the assumption of the author that any program designed to free the learning capacity of children must also free the learning capacity of the teacher who is facilitating the children's learning. Freeing the teacher's capacity includes increasing her effectiveness by enhancing her understanding of child behavior and how to use her relationship with the child, as well as specific strategies to effect change in behavior. It also necessitates reducing threats which produce debilitating fears.

EFFECTIVE BEHAVIORS

Effective behaviors can be defined as those behaviors which meet our physiological and/or psychological needs. In relation to the need for physiological fulfillment, effective behaviors are those which efficiently obtain food, water, air, and which maintain our safety through avoiding harmful events. However, when a child grows up and resides in a society of abundance such as ours, behaviors which meet physiological needs play a very minor role, while much of our concern is focused upon the meeting of psychological needs for affection, belongingness, and self-esteem. Learning how to give and receive affection, how to gain acceptance in a group, and how to achieve and be adequate so we can regard ourselves as worthwhile, consume a major share of our energy.

The earliest attempts of a child to gain affection, belongingness, and self-esteem will occur in the home, and it is within his family group that he begins to develop effective or ineffective behaviors in meeting his psychological needs. While the beginning patterns are established in the home, they are not completely irreversible and the school can have an impact upon the child with respect to his learning ways of meeting his psychological needs.

A skillful teacher can assist a child in learning that there are acceptable ways of behaving for which he can receive affection and belongingness and which result in a sense of self-esteem. Through such learnings, he will experience a sense of personal worth which will give him the courage to try, and the freedom to create.

DECREASE IRRATIONAL FEARS

Fears of harmful events and the escape and avoidance behaviors which deliver us from harm are an essential part of our survival repertoire. Withdrawing from heat, avoiding loud noises, etc. have survival value when such responses often warn us of impending danger. However, we are biologically inclined to erroneously associate events or erroneously generalize from one event to another, so that hurt by a dog is generalized to all dogs and the occurrence of harm after an encounter with a black cat can be associated with the black cat. Such irrational fears and their related escape and avoidance behaviors can seriously interfere with our effective functioning.

For example, Timothy, who is twelve years old, walks a mile out of his way each day going home from school in order to avoid the dogs along the more direct route. This is obviously ineffective behavior. Numerous examples are recorded in professional psychological writings and in literature of people whose lives are made unnecessarily complex by their efforts to avoid high places, closed places, open places, dirt, etc.

Many children in school fail to complete their work, approach it with exaggerated apprehension, or completely refuse to come to school because they experience a great deal of fear of failure, fear of the teacher, or fear of their classmates. These fear responses are often more greatly exaggerated among minority people who attend school with a majority group, or minority people whose instructors and school administrators are members of the majority group.

The origin of many of our irrational fears is not in confronting non-human objects such as dogs and darkness, but is in a social context with other people, particularly parents. The disapproval of parents creates anxiety in children and may result in seriously weakening the child's effectiveness. Parental alarm and disapproval are inevitable and even essential to serve as signals that dangers exist to the child. The child can best learn much by proxy rather than by direct painful and possibly even crippling experience. While it is necessary for the parent to caution the child over actual danger, it is unhealthy for the child to experience all kinds of unnecessary and/or unpredictable anxiety which is triggered by irrational beliefs such as: (1) I should be perfect; (2) I should be unhappy if things don't go the way I wish; and (3) Virtually everyone must love me.

When a child has learned any one of these or other irrational beliefs, he experiences a great deal of anxiety if his world is not perfect, if things do not go exactly the way he wishes, or virtually everyone does not love him. In the classroom the perfectionist will not try a task unless he is sure he can do it without flaw, while he may seek the teacher's reaction again and again as to whether a piece of work has been executed properly. The child who is unhappy if things don't go exactly the way he wants them to is often referred to as a "spoiled child." Such a child will go to great lengths to get his own way and will experience anxiety and usually anger when things don't go just the way he pleases. A child who feels that everyone must love him is shaken by the least bit of disapproval by teachers or peers. When children go to such lengths to avoid fears which they should not have, it greatly decreases the range of behaviors in which they can freely, creatively engage in strengthening their own repertoire of effective behaviors.

Frequently, a child with problems in reading or arithmetic must first of all learn that he need not be perfect before he will extend his maximum effort. It is often necessary to deal with the irrational fears that children have and attempt to decrease them before they can learn effective ways of belonging, gaining affection, and obtaining self-esteem through productive school work.

FACILITATING CHANGE

It is the increase of effective behaviors and the decrease of irrational fears about which the sensitive teacher is concerned. There are two approaches to assisting children to learn more effective behaviors and to decreasing the irrational anxieties that become stumbling blocks to their progress. The first of these approaches has to do with improving the general relationships between children and adults; and the second approach has to do with specific procedures or what might be called "cognitive strategies" for engineering a child's environment to bring about a reduction in the debilitating anxiety and an increase in effective behaviors.

Relationships

Most textbooks on teaching describe the characteristics of the ideal teacher. Numerous descriptive adjectives such as sensitive, aware, genuine, authentic, fair, etc., have been used to describe the "master" teacher. Not only in teaching but in human relationships in general, there are features which characterize mutually growth-producing relationships as well as features which characterize relationships harmful to the participants. Whether it be relationships between parent and child, teacher and child, between teachers, a teacher and an aide, or teachers and administrators, the characteristics of growth-enhancing relationships tend to be similar.

Trust

Good relationships are always marked by trust. One of the observable features of trust is a mutual desire to leave a major share of the consequences of the other person's behavior to his own discretion. In the case of the teacher's relationship with the child, trust in the child would be expressed by the willingness of the teacher to allow the child to experience the major share of consequences for his behavior without interference on her part. This would not mean an absence of realistic limits, but a willingness to let the child determine his own behavior and experience the consequences thereof within essential externally imposed limits. The teacher who is constantly nagging the child to finish his work is expressing her distrust. Trust in others begins with trust in oneself. The teacher who is constantly after the children to do their work is the teacher who doesn't get her own tasks done without constantly reminding herself. She is the person who regards work as a disagreeable hardship to be accomplished, which calls for rigorous self-discipline and constant self-goading. The teacher who leaves much of the responsibility for the completion of work to the children is very often the teacher who enjoys her own work and assumes that others will have the same kind of pleasure in completing their work that she experiences.

Another aspect in the breakdown of trust in self, which becomes reflected in distrust of others, is an individual's fear that if others behave in certain ways he or she will not be able to survive. The fear of being disappointed or let down in friendly relationships prevents some people from getting close to others for fear of the disillusionment and disappointment that goes with having others be unfaithful. Trust in relationships tends to increase when an individual sees himself as being more effective and experiences fewer anxiety-provoking elements in his life. A sense of mutual trust among teachers and between teachers and pupils is greater in a school setting in which there is an effort to help teachers function effectively and experience a minimum of anxiety and stress-provoking situations.

Emotional Honesty

The second characteristic of a good relationship is emotional honesty. That famous Shakespearean quote "Me thinkest thou dost protest too much," is only one of a multitude of literary examples of emotional dishonesty. What Shakespeare insightfully captured is the notion that when an individual protests loud and long against something, he himself may possess what he derides. The individual going to great lengths to proclaim the virtues of celibacy may in fact be attempting to deny his own sexual wishes. Extolling the virtues of thrift may be a give-away concerning thwarted wishes to spend lavishly. This by no means suggests that each cause an individual vigorously supports is an attempt to deny the inclination to engage in an opposite cause. It is not primarily on the basis of some sort of moral commitment to honesty that emotional dishonesty is objectionable. Emotional dishonesty is objectionable because consequences of such behavior in human social relationships tends almost always to be undesirable. For example, the individual with angry feelings who always expresses sweetness and light will vent the hostility in subtle, camouflaged ways which make it virtually impossible to understand clearly or respond to appropriately. What we are left with is a vague sense of distrust and uneasiness. We may desire to avoid such people or become impatient and discharge our own anger against their deceits. Many parents who have taught honesty in dealings with others, but have been unscrupulous in business know only too well the castigations of their adolescent offspring who have accused them of being phony and who act out against parental values.

Emotional honesty is closely related to the previous idea of trust. It is in situations in which trust is generated and nourished that emotional honesty is most likely to occur. If a great deal of threat exists in a situation and we fear that our actions will leave us highly vulnerable, the most natural course of action is to hide our true feelings. It is predictable that as threat to our well-being, in the form of loss of job or censorship by the group or the threat of being shamed increases, our desire to hide our true feelings also increases. The extreme of this in a social situation is exemplified by Nazi Germany or by the "Big Brother" notion, both of which embody a great deal of external threat accompanied by exaggerated attempts to keep others from knowing one's own private thoughts and feelings, all of which breeds a cancerous suspicion.

Empathy

The third characteristic is empathy. Being able to take the part of another and truly hear and understand them is a very positive aspect of human relationship.

Empathy is characterized by a rich hearing and understanding of another person. Carl Rogers beautifully captures the listening dimension of empathy.

> I believe I know why it is satisfying to me to hear someone. When I really hear someone, it puts me in touch with him, it enriches my life... When I say that I enjoy hearing someone I mean, of course, hearing deeply. I mean that I hear the words, the thoughts, the feeling tone, the personal meaning, even the meaning that is below the conscious intent of the speaker. Sometimes, too, in a message which superficially was not very important, I hear a deep human cry, a "silent screaming," that lies buried and unknown far below the surface of the person. So I have learned to ask myself, can I hear the sounds and sense the shape of this other person's world?.. I think perhaps this has been a long standing characteristic of mine. I can remember this in my early grammar school days. A child would ask the teacher a question and the teacher would give a perfectly good answer to a completely different question. A feeling of pain and distress would always strike me. My reaction was, "but you didn't hear him!" I felt a sort of childish despair at the lack of communication which was (and is) so common... I have often noticed both in therapy and in groups, that the more deeply I can hear the meanings of this person the more there is that happens. One thing I have come to look upon as almost universal is that when a person realizes he has been deeply heard, there is a moistness in his eyes. I think in some real sense he is weeping for joy. It is as though he were saying, "Thank God, somebody heard me. Someone knows what it's like to be me." In such moments I have had the fantasy of a prisoner in a dungeon, tapping out day by day a Morse code message, "Does anybody hear me? Is there anybody there? Can anyone hear me?" And finally, one day he hears some faint tapping which spells out "Yes." By that one simple response he is released from his loneliness, he has become a human being again. There are many, many people living in private dungeons today, people who give no evidence of it whatever on the outside, where you have to listen very sharply to hear the faint messages from the dungeons.

Listening to another person calls for a certain amount of trust in oneself, a willingness to open oneself to the complete experiences of another. So often we only half-hear, phrasing our answer before really hearing the question because of our certainty that we know precisely what the question is going to be. We cut others off, we cancel out ideas which don't fit our own peculiar way of seeing the world, and as a consequence we often fail to hear. Listening to others calls for trust in ourselves in knowing that we will not be destroyed by fully hearing the experience of another. Hearing another person draws heavily upon our emotional honesty for it demands that we not distort or deny their report in an effort to perpetuate our own individual view of the world. If we deny to ourselves our own sense of loneliness, it is extremely difficult for us to listen to another individual's profound despair without trying to talk them out of their feeling or trying to encourage them to participate with us in denying feelings of loneliness and despair. If feelings of anger are unacceptable in ourselves, it is a great temptation to invoke guilt or shame in another individual for his feeling in expressing anger.

Commitment

Successful human relationships require a mutual commitment. The commitments in successful interpersonal relationships are not iron-clad contracts with a multitude of explanatory clauses dealing with "the party of the first part," and "the party of the second part." They are commitments to personal involvement. In the best kinds of interpersonal relationships the commitments are to attempting to build the conditions of trust, to being emotionally honest, and to being empathic. Commitments to another human being can take on extremely varied hues. They may be expressed by an anger which is only the thin, translucent cover for feelings of hurt and rejection, they may be the sharing of a part of oneself that is hard to share, the expression of affection, or just the commitment to work together on a task until it is completed to mutual satisfaction. For most people, commitment to a relationship involves a certain amount of vulnerability. It is a commitment to avoid withdrawing to a safe corner of disengagement from people. While inevitably involving a certain amount of vulnerability and struggle, it also promises the only antidote for loneliness and despair.

To some people trust, emotional honesty, empathy and commitment seem to come very naturally and the people easily create fulfilling relationships with others. The following excerpt from a portion of a counseling session between Hanna Cohn and Bobby is an example of a rewarding human relationship. Bobby had been in to see Hanna Cohn on several previous occasions and on the day of the following excerpt he came in "singing in his clear young boy's voice."

Counselor: That must be a joy to your mother, you're singing like an angel.

Client: She loves me for it. I know she loves me to be an angel anyway.

Co: Ha! (This expression just came out of me spontaneously. My use of the word "angel" had set up dangerous alternatives.) You think she loves you only if you are an angel or sing like an angel?

Cl: Of course she does.

Co: That's a bit like what we talked about last time - I like you for the pay.

Cl: Oh. (Pause. Bobby began to tell me that he still is dreaming of robbers, scary dreams.)

Co: And that says I'm myself a robber? Sort of, maybe?

Cl: Yeah. If I'm real mad at Gavin or Dad, I just steal money from Mom's pocketbook. She cheated me!

Co: And you cheat back.

Cl: Yeah. I still want her alone, I really do.

Co: I know you do. (Bobby began playing with the toy cash register; he saw some real pennies in the drawer.)

Cl: Give me one.

Co: O.K.

Cl: Can I have another one?

Co: No.

Cl: Oh, you really reject me?

Co: What! Give me, give me, give me, or else it's rejection! Where did you get that idea from?

Cl: From John - his presents! And Mom, when she says, "Yes, Yes, Yes." She can never say "no."

Co: Oh, *that* really makes you feel rejected every time somebody says "No" to you, or does not go your way, or criticizes you. Huh, what a trap you are in! You told me you hated Dad's toys; you felt he tried to buy you with them.

Cl: Yeaah.

Co: Well, you can't make me buy you. (Smiling and pulling his hat down a bit, he put the one penny back. I looked at him and his hat.) You still can't really trust me yet. (Pause) All dressed up big. I haven't even seen your hair - the way you really look.

Cl: Nope.

Co: O.K.

There are good teachers or teacher aides, Hanna Cohn type teachers, who are very much like the idealized description. There are many who aren't. What does the teacher do, who through her own learning from early childhood does not habitually and naturally emanate the growth-producing behaviors? What if she isn't accepting, affectionate, fair, etc.? What if she can't stand to see a child dawdle? What if she becomes angry and threatens children when they cheat?

What if she is like the English teacher who passed back a test on which Pete had done something wrong? Glancing at the test he said, "What's the answer to this one, sweetie?" She became very angry, the class laughed, and Pete was dismissed from class. The greatest loser in this little sequence was undoubtedly the teacher. Pete may have been well rewarded by the teacher's anger, the children's laughter, and the opportunity to get out of class. The children probably got some vicarious pleasure from Pete's courage and the teacher's discomfort. The real loser was probably the teacher who was chagrined at her loss of control, knew she hadn't handled the situation as she might, and had to face Pete and the class another day, more vulnerable and defensive than before. What can she do? She may try harder to alter her behavior. She may take workshops and university courses to improve her teaching relationships. Or, she may find that her responses to children are so habitual, so ingrained that they are resistant to change even though she tries. She may feel destined to experience conflict, self-depreciation, and depression in her chosen work. There are experiences which can be provided and of which she can avail herself that may assist her to reduce her own irrational ideas and increase her effective behaviors.

Any training program designed to improve the relationships between people should include an accepting and understanding attitude and a low level of external threat. The following are experiences which have proven helpful in improving interpersonal relationships.

1. Listening to tape recordings and viewing films or video tapes of effective teaching and counseling.

   Keliher, Alice. "The Tender Twigs," Tape recording, Michigan State University, WKAR Radio Station, East Lansing, Michigan.

      A leading educator reveals her own unique understanding of how to successfully be with children.

   Wattenberg, William. "The Tender Twigs," Tape recording, Michigan State University, WKAR Radio Station, East Lansing, Michigan.

      A leading authority on child behavior shares some thoughts on discipline.

   "Out of Darkness," Black and white film, 55 minutes, McGraw-Hill, 1960.

      An award-winning documentary report on one woman's step-by-step recovery from mental illness, produced by CBS Public Affairs in cooperation with the American Psychiatric Association and the National Association for Mental Health.

   "The Eye of the Beholder," Black and white film, 25 minutes, Stuart Reynolds, 1953-54.

      Dramatically demonstrates that no two people see the same thing in the same way.

   "Shyness," Black and white film 23 minutes, McGraw-Hill, 1953.

      Outmoded dress but still a valuable insight into the understanding and treatment of abnormal shyness.

   "Learning to Understand Children," Black and white film, Part I - 21 minutes; Part II - 23 minutes, McGraw-Hill, 1947.

   "The Owl and Fred Jones," Black and white film, 15 minutes, Equitable Life Insurance, 1960.

      Explains the controlling of habits.

2. Role playing troublesome situations -- The role playing technique has been used for a number of years as a part of training in therapeutic sessions. It provides an opportunity for an individual to see himself and others in a different perspective.

3. Classroom observation of master teachers -- Through observing someone do an effective job of relating to children, a teacher can pick up valuable techniques which can fit into their own repertoire of teaching behavior. Observation should be followed by a discussion of the observed practices.

4. Tape recordings of one's own relationships with children in a teaching or discussion situation followed by a discussion of the tape with an accepting, understanding, knowledgeable person.

5. Individual readings followed by discussion. There is a wealth of reading material that assists in an understanding of children, and of relationships between children and adults. The following is a list of references that has proven to be helpful to teachers.

   Bettelheim, Bruno, *Love Is Not Enough*, New York, Collier Books, 1950.

   Gordon, Ira J., *Studying the Child in School*, New York, John Wiley and Sons, 1966.

   Hartley, Frank, and Golderson, *Understanding Children's Play*, New York, Columbia University Press, 1954.

   Jourard, Sidney M., *The Transparent Self*, Princeton, N.J., Van Nostrand Co., 1964.

   Long, Morse, and Newman, *Conflict in the Classroom*, Belmont, California, Wadsworth Publishing Company, 1965.

   Moustakas, Clark, *The Authentic Teacher*, Cambridge, Mass., Howard A. Doyle Publishing Company, 1966.

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   Redl, Fritz, and David Wineman, *Controls From Within*, Glencoe, Ill., The Free Press, 1952.

   Rogers, C. R., *On Becoming a Person*, Boston, Houghton Mifflin, 1961.

6. The organization of discussion groups whose objective is to study and better understand child behavior.

7. Personal therapy or sensitivity training either individually or in groups. Personal counseling with a skilled psychologist or psychiatrist can be particularly helpful in improving teacher relationships with adults and children. A more recent development which has proven quite successful is the sensitivity or counseling group. These groups

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are designed to provide a free discussion of individual feelings and concerns in relating to people. The following references are a guide to the designing and carrying out of sensitivity or therapeutic groups.

Bradford, L.R., J.R. Gibb, and K.D. Benne, T-Group Theory and Laboratory Method: Innovation in Re-education, New York, John Wiley and Sons, Inc., 1964.

Gordon, Thomas, Group-centered Leadership, Boston, Houghton Mifflin, 1955.

Luft, Joseph, Group Processes: An Introduction to Group Dynamics, Palo Alto, The National Press, 1963.

Weschler, I.R. and E.H. Schein, Issues in Human Relations Training, Washington, D.C., National Training Laboratories, 1962.

SPECIFIC HUMAN ENGINEERING PROCEDURES

In this approach, the teacher does not rely primarily upon her own spontaneous behavior to bring about change, but designs a well thought out strategy to increase effective behavior in children and reduce irrational fears.

Anxiety Reducers

1. Creating a vacuum

Some children fail to function effectively because they aggressively resist the constant demands of adults who ask for performance in a certain manner. Frequently, in lower class children this aggression is direct and open. In middle class conforming children, it is more often a subtle, passive resistance in which case they simply refuse to achieve.

The idea of the vacuum approach is to remove all adult admonitions to see if the child will begin to perform on his own when the anxiety generated by adult demands is removed. It is usually not possible to do this in relation to all of a child's behavior so one or two ineffective behaviors are focused upon, all admonitions are removed and the child is allowed to experience the consequences of his behavior in these areas completely. The behavior selected may be anything from completing arithmetic assignments to getting to school on time.

2. The parent or teacher as a diagnostician

The end result of this approach is somewhat similar to that of the vacuum in that adult pressure is reduced but the ground rules are slightly different. The parent or teacher is asked to remove all promptings concerning a particular behavior and to simply take notes and observe the child. A possible side effect of this approach is that adult's perception of the child and behavior toward the child will be improved because of a more empathic understanding of the child.

3. The experimental collaborator

The outcomes of this approach are similar to the preceding two, but the ground rules are that the adult's services are enlisted as an experimental collaborator to see what will happen to the child. This approach is often helpful when a teacher or parent has repetitiously applied pressure such as the removal of recess privileges without effecting any changes in behavior. It then makes sense to try something new on an experimental basis.

4. Withdrawal option

The withdrawal option involves an effort to enlist the child's own responsibility in removing himself from the classroom situation when he senses that he is becoming highly anxious or is about to lose control over his own behavior. There are several variations on the withdrawal option including:

a) moving to a seat in the back of the room,

b) moving to a carrel or isolation booth, or

c) moving to the office or a counseling room.

This is not regarded as a punitive measure, but as the child's recognition of his tolerance level and the need to depart an anxiety producing task or situation. This technique is used primarily with children who are highly impulsive but who would like to maintain control and avoid a disruptive scene.

5. Compulsory Attendance

In the case of school phobia, children often resist going to school, complaining of physical symptoms, such as headache or nausea, which usually disappear when school leaving time is passed. When medical opinion establishes that no physiological cause exists for the symptoms, a frequent procedure is to insist that the child attend school in spite of dramatic protestations such as kicking, crying, complaining of physical symptoms, etc. This approach is unlike those previously listed in that it aims at reducing anxiety by first dosing the child with a situation which he sees as frightening, but which, when forced to face, he can handle.

This more nearly follows an extinction model of learning. Usually after several such forceful entries, the kicking and protests decrease and eventually the physical symptoms often diminish. It is important in implementing this approach that the child not be handled angrily but in a matter of fact manner.

Strategies for Effective Behavior

1. Does the shoe fit?

The first question which needs to be asked concerning a child's acquisition of new behavior is whether he is ready to acquire the new learning. I have often heard a teacher bemoan a child's reading or arithmetic achievement only to find that the material presented was beyond his sight vocabulary and word attack skills or comprehension. The task must fit the child's readiness.

However, fit has to do with more than the appropriateness of the difficulty level. If the task is to fit for effective learning, there must be interest appeal intrinsic in or extrinsic to the task. When a task has intrinsic appeal, it is done for the pleasure inherent in the task performance itself. Reading a fascinating book, playing baseball, daydreaming, or girl watching may be satisfying for their own sake. There are ways of increasing the intrinsic interest in tasks which have been extensively explored in expositions on instructional techniques. Intrinsic interest is often particularly missing for minority children who have had little exposure to school type learnings and to whom much of the school material has little relevance. Some efforts have been made to decrease the relevance gap such as the writing of history books which emphasize the role of the Negro in American history.

2. The payoff

Many children find little intrinsic satisfaction in school tasks and seem to perform better when extrinsic rewards, that is, rewards outside of pleasure in doing, are used. The use of M&M's to reward performance which successively approximates some desired goal is well known.

Many educational purists react with great dismay at the thought of providing material rewards for school performance. Reactions such as the following are common: "If you give them something, they'll always expect it;" or "They should just do it;" or "Then all of the other kids will want a reward or they won't work." There is some justifiable caution in each of these statements. We don't want to teach children to always be 'reward grubbers' or to refuse to do anything without pay or to look at each other's payoff to be sure they are exactly alike. However, the rewarding system can often be handled in such a way that these undesirable consequences are largely avoided. For example, if the work is interesting, the child who starts working for an extrinsic reward often finds the task itself pleasurable and will perform it without external payoff. In this case, the reward is a way of getting behavior started and then the pleasure in the task takes over.

Our response that, "They should just do it" may reflect our own Calvinistic view of schoolwork as the unwanted curse of man which we begrudgingly bore as children as our own special brand of punishment. We cannot quite bring ourselves to freeing children from this curse. If the payoff starts and perpetuates the desired behavior, why not use it?

The objection that all the students would want it has been successfully countered by some teachers through explaining to children that "John gets this payoff because he needs it. Aren't you fortunate that you enjoy your work and take pride in it?"

The work of Lovaas with autistic children at UCLA is a striking example. Autistic children typically are almost completely lacking in socialization skills including language and exhibit numerous bizarrely inappropriate behaviors such as moaning and screaming, frenzied shaking of hands and head, rolling of eyes and so on. Through use first of M&M's, and then of social approval, the experimenters were able to teach these severely disturbed children language, play and self-care. The real knack is to find rewards that the child will work for and then only reward behavior that is in the desired direction. For example, in teaching speech the child may first be rewarded only when vocalizing and later for sounds that roughly approximate a desired word and finally only for a clear articulation of the word.

A variety of approaches have been used in building systems of reward for school achievement or desired social behavior. One of the more appealing approaches is referred to as the event menu. A menu of activities preferred by the children is prepared in advance. For very young children the menu consists of pictorial illustrations of the preferred activities. The activities could consist of everything from getting a drink or playing with clay to sitting and daydreaming or, as reported by Homme who ingeniously describes the event menu, as the opportunity to push the teacher about in a swivel chair. The key is that the child can select an activity from the event menu only after completing a designated task. For example, the child may select five minutes of a desired event only after completing five pages of fractions. It is imperative that the amount of work and the reward be appropriate to the individual child. The classroom often has to be arranged physically to provide areas in which children can engage in desired events. A teacher aide can be especially helpful in assisting with the activities related to the event menu.

Combination

The foregoing reward techniques do, to some extent, reduce anxiety in that they remove uncertainty concerning the outcomes of specific tasks. However, they were primarily attempts to increase effective behavior. Some approaches are designed to both reward effective behavior and reduce unnecessary anxiety. An example of this is the contract. The contract is an agreement entered into by the adults on the one hand and child on the other. These contracts usually have to do with social behaviors or achievement. An example of an achievement contract would be as follows:

The teacher agrees:	The student agrees:
1) to supply reasonable assignments	1) to the conditions of the contract
2) To refrain from any talk about the completion of the assignment	2) to do as he pleases and take full responsibility for the consequences of his behavior
3) to supply previously agreed upon outcomes for completion of the word	
4) to allow the child full responsibility for the task and specified outcomes	

This approach has the effect of reducing the anxiety and resultant resistance related to constant nagging by adults and builds-in the chances for a payoff for effective behavior.

THE AIDE IN THE DORMITORY

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THE AIDE IN THE DORMITORY

The aide working in the dormitory is faced with a task which differs from that of her counterpart in the classroom in two ways. First, she is working as a separate entity with a great deal of autonomy as compared with her classroom counterpart who is working under the watchful eye of a professional "supervisor" at all times. Second, she is working in the sphere of leisure time whereas her counterpart is working within the sphere of the child's working day. These two factors make the task of training the dormitory aide particularily critical.

It is the latter factor with which this section is primarily concerned. Leisure time is that period during which people have no specific obligations which pertain to the time element known as work. For children this means that it is time away from the classroom. The boarding student has a great deal of leisure time and the utilization of this time is critical to his mental health and developing attitudes about the nature of time utilization.

The question must be asked, "What role should the leisure time periods play in the dormitories of Indian schools?". The following roles are crucial:

1. The out-of-classroom time should simulate the family atmosphere. The dormitory will never replace the family atmosphere; this is one of the major reasons why the dormitories are a negative reality. However, the dormitory should make every effort to place the child at ease and make him safe - both home characterizations.

2. The out-of-classroom time should provide the child with a place to go which he can call his own and where he can be alone.

3. The out-of-classroom time should be productive. This does not mean that the leisure of the dormitory should be an extension of the classroom; rather it means that the child in the dormitory needs to be involved in activity whether it is his own or that of a group.

Because of the reality of the dormitory constant opportunities will arise for the aide to assume the role of counselor. The aide will not be a counselor, she will not have the counselor's training, she will not have the vested interests of the parents who behave like counselors, but she will have to behave like a counselor nevertheless.

Without a doubt, the most important skill possessed by the effective counselor is the ability to listen attentively and with genuine interest. The aide is not in a position to counsel, but she is in a position to perform the therapeutic role which is critical to most of the children who have problems - listen.

A person's self-concept is developed throughout his life as the result of everything which makes an impression on him. During the elementary school years the biggest impression is made by people. Impressions are of the identification type and children form their self-concepts around how they perceive themselves in relation to the people with whom they have contact.

Thus, the children in the dormitory will be looking very carefully at the dormitory aide. They will see themselves through the eyes of the aide and make judgments about themselves according to those judgments made by the aide. This same activity goes on in the home with parents and siblings, but in a dormitory setting the process is much different.

In the home the children see themselves through the eyes of people who have a more significant vested interest in them than anyone whom they will ever meet - parents. Parents, or those responsible for children in the home, love their children and they tend to see their children as good and valuable. As a result, the children tend to see themselves in much the same light.

When the child goes to school, he is exposed to people for the first time who are not so vitally interested in him as his parents. This new and strange atmosphere creates doubt in a child about himself and he looks very hard for the kind of attention which the home has provided. He does not find it, but at the end of the day he returns to the safe place where people care.

The dormitory, however, is not a replacement for the home. The child who leaves the classroom and returns to the dormitory will not find that all-important exclusive acceptance found at home. It is the role of the dormitory personnel to provide an atmosphere which is as close to accepting as is humanly possible.

Who reacts to the child in the dormitory and what is the characteristic nature of the reaction? The self-concept of children is established on the basis of the ways in which the environment reacts to them. The dormitory setting must be such that children have an opportunity to be reacted to in important ways. All of the children must be related to individually and confidentially by the personnel in the dormitory.

The role of the aide in the dormitory can best be identified according to the following areas of attention:

1. The aide is one who enjoys mutual trust with children and one in whom the children can safely confide.
2. The aide is a person who listens attentively to children and responds sincerely to their needs.
3. The aide designs leisure time activities which will relate to the children under consideration and with which the children can become involved.

It appears that at this point the section on the role of an aide must be incomplete. This is not so. The dormitory aide has a complex role to play in dealing with children and if the role is played well, she will have accomplished a monumental task.

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Brunner, Catherine, "More Than An Ounce of Prevention," Reprinted from Childhood Education, Washington, D. C., January 1966.

Klopf, Gordon J., et. al., Interns in Guidance, New York, New York, Teachers College Columbia University, 1963.

Passow, Harry A., (Editor), Education in Depressed Areas, New York, New York, Teachers College Columbia University, 1963.

Pearl, A. and Frank Riessman, New Careers for the Poor, New York, New York, McMillan, 1965.

Taba, Hilda, Acculturization and the Program of the School, New York, New York, Bank Street College of Education Publications, 1960.

SELECTED READINGS
CONCERNING AUXILIARY SCHOOL PERSONNEL

A STUDY OF AUXILIARY PERSONNEL IN EDUCATION
103 East 125th Street
New York, New York 10035

Conducted by
Bank Street College of Education
69 Bank Street
New York, New York 10014

for the
Office of Economic Opportunity

SELECTED READINGS CONCERNING AUXILIARY SCHOOL PERSONNEL*

Anderson, Robert H., "Organizational Character of Education: Staff Utilization and Deployment," Review of Educational Research, Vol 34, October 1964, pp. 455-589.

Since 1961, one of the four major areas of research regarding staff utilization and deployment has been, according to this author, study of the utilization of nonprofessionals to supplement or assist teachers. In a brief report of research into roles and functions of nonprofessionals their utilization was found to be widespread but limited in scope. The author further states that the multiplicity of routine tasks required of teachers points to the need for further studies, particularly concerning questions of recruitment, selection, training and supervision of nonprofessionals.

Burkhardt, Ann Strayer, "The Trained Volunteer and the Elementary Library," American School Board Journal, March 1965.

This article reports that volunteers heading library committees in each elementary school in Darien, Connecticut, were required to take a training course of eight sessions on standard library practice. These volunteers then head a staff of volunteer workers who work the circulation desk and perform clerical tasks.

Clarke, Johnnie R., "A Proposal for a Teacher Aide Training Program," Junior College Journal, May 1966.

The author states that one outcome of the Civil Rights Act of 1964 was increased expectations that teachers will perform a remediating function as part of the total teaching role. Additional teacher time for diagnosis and planning is proposed through use of teacher aides to carry out routine tasks. Aide preparation in junior and community colleges is seen as a promising development. Propinquity offers opportunities for joint school-college planning with local schools serving as natural training laboratories. The author develops criteria for aide selection, describes functions to be performed by aides and stresses need for continuing evaluation.

"Classification of Aide Functions," Albany, New York, New York State Teachers Association Education Research Bulletin, December 1963.

The results of a survey are presented giving statistics on extent of employment of teacher aides in New York State, 1962-63. In addition, guidelines for teacher aide programs are suggested and indices of "successful" aide programs are described.

Clement, Stanley L., "More Time for Teaching," National Association of Secondary School Principals Bulletin, December 1962.

In discussing the use of teacher aides, Clement comments that teachers are not treated as professionals. He believes that by differentiating among professional, semiprofessional, and paraprofessional levels of teaching tasks, the level of teaching would be raised. He also discusses the advantages of the team approach, possible sources of aides, and arguments against using aides.

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*To facilitate ordering back copies of publications listed, addresses of the appropriate publications are appended.

Cooperative Study for the Better Utilization of Teacher Competencies, Mount Pleasant, Michigan, Central Michigan College, 1955.

In the report of the first two years of the study of the utilization of teacher aides in oversize classrooms, particular attention is given to the elementary schools of Bay City, Michigan.

Cutler, Marilyn H., "Teacher Aides are Worth the Effort", The Nations Schools, April 1964.

A national survey of teacher aide programs made by this periodical finds them generally good, often outstanding. Quotations from supervisors and administrators indicate approval. The article includes suggestions on launching an aide program, as well as some of the objections to aide programs voiced by teachers.

Davis, Donald A., "The Fennville Teacher Aide Experiment," Journal of Teacher Education, Vol. XIII, June 1962.

At Fennville, Michigan, an experiment was designed and executed by the school system to measure effect of teachers with and without aides on the behavior of students at the ninth grade level in home economics classes. Besides clerical functions teacher aides assisted in a number of semiprofessional tasks; among them: food preparation, taking inventory, supervising study periods and handling minor emergencies. Forty homemaking students were divided into control and experimental groups with teacher aides assigned to the latter. In an analysis of student performance at the end of the year, four variables were measured: marks, days absent, signups for following year and test scores. Results appeared to indicate that these students who scored high on the California Mental Maturity Test benefitted more than others in the experimental group from the addition of aides to their classrooms.

Decade of Experiment: 1951-61, New York, The Fund for the Advancement of Education, Ford Foundation, 477 Madison Avenue, 1961, pp. 43-67.

"Efficient Use of Teacher's Time and Talents" heads one section of this booklet which reports fund support for experimental projects (jointly proposed by a school system and an institution of higher education) in the utilization of nonprofessionals in the classroom as teacher aides, teacher assistants and lay readers. Summaries of three such experiments, the Bay City (Michigan) Plan, the Yale-Fairfield (Connecticut) Study, and the so-called Rutgers (New Jersey) Plan, are given. These early experiments of the '50's in restructuring tasks regularly performed by teachers are viewed as prototypes for numbers of school systems throughout the country similarly faced with overburdened teachers, large classes and reduced teaching time as a result of the multiplicity of non-teaching tasks.

Educational Leadership - Teacher Aides, Florida Educational Research and Development Council Research Bulletin, Vol. 2, No. 1, March, 1966, pp. 14-35.

Taking a view that education needs manpower, and that teacher aides are a segment of the labor force currently available to schools, the report cites a need for guidelines for optimum aide utilization. There follows a survey report of teacher aides in Florida schools done by Dr. Myron Cunningham of the University of Florida, with 50 out of 65 counties using them. Further statistical data cover selection, functions, supervision and in-service training of aides.

Education: an Answer to Poverty, Washington, D. C., joint publication of U. S. Office of Education and Office of Economic Opportunity.

Prepared by O.E.O. and O.E. for widespread distribution throughout the country, this booklet contains descriptions of many types of programs presently using funds available through federal legislation for certain types of program development. On p. 59 there is a description of non-certified aides in the classroom, in which are listed multiple roles for the nonprofessional "school technician"; among them those of science, library, clerical and monitoring aide. A capsule summary of fund sources for programs described in this pamphlet is given in the final pages.

Egerton, John, "Quasi-Teachers: A Growing Breed," Southern Education Report, January-February 1966, pp. 2-7.

A staff writer for the Southern Education Report summarizes a number of historical developments in education influencing the growth of the "quasi-teacher", defined as those nonprofessionals serving in schools who lack a degree, and whose present status is under discussion. The gap between teacher supply and demand is estimated at 150,000 per year, according to a 1965 NEA study. Implications of increased demand for "quasi-teachers" as it relates to certification and licensing requirements are explored. The author quotes a statement by Dr. Frank Dickey, Executive Director of the National Commission on Accrediting, suggesting certification on a nationwide basis, with reciprocal certification among states making possible realistic consideration of potential for service of "quasi-teachers." Other authoritative sources mentioned cite variables in training of auxiliary personnel, from in-service training by institutions of higher education, to training by school systems or other agencies. The author suggests definition of duties, hierarchies of responsibilities, varying categories of preparation, classification and salary scales as needing further examination.

Emmerling, Frank C., and Chavis Kanawha, "The Teacher Aide in North Carolina's Comprehensive School Improvement Project," State Department of Public Instruction, Raleigh, North Carolina, Publication No. 395, May 1966.

A joint undertaking by the North Carolina Board of Education and the Ford Foundation is reported in this publication the purpose of which is "to share information" gained through questionnaires and interviews on the role and function of teacher aides in North Carolina's Comprehensive School Improvement Project. Two hundred aides are reported as employed to serve 600 classrooms. Aide utilization is given as one method to upgrade primary level public education in the state. In the CSIP two-phase program (a summer readiness and the regular school year program) aides are allocated as members of a 5-6 teacher team. Duties performed are categorized under headings such as: clerical, housekeeping, instructional support, technological, monitorial and general. In a look toward the future, the authors suggest field oriented and on-the-job training as preferable styles of preparation for aides. Also as a future possibility, an apprentice type program under direction of one or more practicing teachers is suggested. Recommendations on aide use and a bibliography are included.

Esbenson, Thorward, "Should Teacher Aides Be More Than Clerks?" Phi Delta Kappan, Vol. 47, No. 5, January 1966, p. 237.

Since funds are now available for aide employment under the Elementary and Secondary Education Act, the author raises the question in this editorial as to whether teacher aides can serve in capacities other than that of clerks. Characterizing teachers as uniquely qualified to be diagnosticians and decision-makers in the learning-teaching process, the author cites teacher aides as one among many other instructional aids, such as books, films and community resource persons. When the teacher's role is viewed as analytical and prescriptive the aide's role becomes expanded. He may assist in carrying out the instructional program planned by the teacher, the only restriction being the aide's personal limitations, states the author.

Filson, Susan, "Teacher Aides Prove Worth in Head Start," Washington Post, February 19, 1966.

This article reports that thirty teacher aides were hired to assist teachers in Head Start Program in Montgomery County, Virginia. Most of the teacher aides were parents of the pupils. The article points out that participation in the program brings extra money into low income homes, enables parents to discover new ways of dealing with, and helping their children to learn, as well as providing Head Start with a nucleus of enthusiastic parents.

Foster, Robert E., "Volunteer Teacher Aides," The Instructor, September 1964.

Volunteer aides used in special education classes in Las Vegas were given an introductory course of instruction with a representative from Red Cross and the principal of the school cooperating in initial program presentation, according to this article. The volunteer was then assigned to work with a series of teachers on a rotating plan in order to give a broad overview of the program. Each volunteer was then placed where she would be most effective, taking into account such matters as class structure and personality of teacher. Services performed in classes by aides are described in the article, as well as benefits accrued through their use.

General Guideposts for Teachers and Teacher Aides, Milwaukee, Wisconsin, Orientation Center Program for In-Migrant and Transient Children, Division of Curriculum and Instruction, Milwaukee Public Schools, April 1966.

In a statement issued to volunteers in the teacher aide program in the Milwaukee Public Schools general guidelines are given teachers and aides in an aided classroom. Role development for aides is stressed. It is suggested that the aide's instructional assistance should be tutorial, individual, or oriented toward small groups under the supervision of a teacher. Promising practices in aide utilization are given as: 1) extension of teacher's tutorial functions through the use of aides; 2) development of rapport between volunteer aide and pupils leading to increased pupil motivation, and 3) availability of aide assistance on special classroom projects.

Gilitnan, Betty, "Organization of a Lay Reader Program," Journal of Secondary Education, May 1964.

The objective of this program undertaken by the Andrew Hill High School at San Jose, California, was to increase quantity and quality of written material prepared by students in English classes without increasing teacher load in the high school English Department. Teachers and readers met before school began and discussed methods of grading, time schedules and first assignments. An information booklet was mimeographed explaining the purpose of the program and containing instructions to reader and teacher. Symbol sheets were added and teachers adopted a common set of symbols for correction so that all students, teachers, and readers would understand markings.

Grant, Gerald, "Teacher Aides Fill Many Jobs in Schools," Washington Post, February 20, 1966.

Experts estimate that within five years there may be a quarter of a million teacher aides, according to this article. Examples given from projects financed by the new Elementary and Secondary Education Act show that more teacher aides were hired than teachers under the Act. Forty six thousand aides were used in Head Start; another 10,000 teacher aides were estimated to be working in other poverty projects throughout the nation. The article includes suggestions for best use of teacher aides.

Grayson, Jan, "Teacher Aide: Mother," Elementary School Journal, December 1961.

This article is an account of one teacher's experience with a volunteer aide in a first grade class. The teacher's method of communication with the aide is described in detail.

Hayes, Charles H., "Team Teaching in Culturally Deprived Areas," National Elementary Principal, January 1965.

The author reports on the Pittsburgh Team Teaching Program which utilizes services of team mothers. A description of their duties is given. There is a program of in-service training for the team mothers.

Heinemann, F. E., "Defining Duties of Aides," Minnesota Journal of Education, Vol. 44, p. 19, November 1963

This editorial states that the Minnesota Department of Education is concerned with assessing those factors which may contribute to effective teaching among which the use of teacher aides is included. The author, in his capacity as Director of Teacher Personnel for the Department, raises questions as to what purposes might be served by utilizing auxiliary personnel in the schools. The author believes that non-certified personnel (aides) might be helpful in performing clerical and other ancillary tasks in order to free teachers to become more effective in the classroom. However, he believes that only certified personnel should assist directly in the teaching function in order to maintain professional standards. He further suggests on-the-job training for aides performing clerical and housekeeping functions as another means of maintaining standards.

Innovations for Time to Teach, Washington, D. C., Time to Teach Project, National Education Association, Department of Classroom Teachers, 1966, pp. 113-147

In the chapter, "Paraprofessional Tasks", an overview of three programs utilizing aides is presented. In a report of aide use at Lone Oak Elementary School, Maryland, the term "school technician", is deemed most precise as an overall job description. In-service training is recommended by the author for both teachers and trainees. Questions of attitude change by teachers faced with new personnel are discussed. Rationale for employment of jobless youth as aides is viewed as aimed at providing job entry positions. Such positions enable youths still in school to maintain their roles both as students and as productive workers. Clerical functions are viewed as a means to support instructional improvement. Such assistance rendered to teachers allows for more individualized approach to pupils in the view of the writer.

Kennedy, Emery and David Pritchard, Richard Rundquist, and Wray Strowig, et.al., Support Personnel for the Counselor: Their Technical and Non-Technical Role and Preparation. A Statement of Policy, Final Draft, American Personnel and Guidance Association, October 14, 1966.

In this final draft of a statement prepared by APGA, the authors present both a rationale for the institutionalization of support counselors and a definition of their functions. Support counselors are defined as members of counseling teams whose activities assist that of the counselor. A proviso given by the authors is that such positions, at the entry level, should not become the basis for a career in counseling without full professional preparation. Support counselors would be able to provide two types of assistance to the counselor, which the authors describe as "direct" and "indirect." In the first instance, activities such as giving and securing information from interviewees are listed. Assistance in the preparation and distribution of needed information is cited by the authors under the second category.

Logan, E. "Divide the Load, Multiply the Responsibility," Education Digest, Voll XXVII, November 1961.

In this article Logan warns of a potential lowering of standards in departments of secondary school English under present conditions. Two factors bearing on this situation are reported as follows: students have inadequate training in writing themes and there is insufficient personnel available to read and evaluate them. There follows a description of the Rutgers Plan wherein reorganization of classes and introduction of lay readers provide increments of both time and personnel to meet this problem.

London Times Educational Supplement, "More Work for Wives - Nursery Assistance," June 5, 1964.

A course for training nursery assistants is envisaged by a British M.P. in an address before the Nursery School Association Conference. He urges a course run by fully qualified nursery educationalists, held in training colleges or technical institutions and supplemented by in-service training periods. Beneficiaries would be mothers of school age children re-entering the job market who wish to continue their education. The M.P. also expressed hope that in this way, after a period of employment as auxiliaries, these women might eventually become full fledged teachers.

London Times Educational Supplement, "Taking a Less Rigid View - Job for Auxiliaries," November 20, 1964.

This article constitutes a plea to teachers to take a less rigid view toward measures for easing staff shortages. Support for the plan to use auxiliary personnel at the "infant school" level was expressed by the Association of Headmistresses. The Association pointed out a number of advantages in using auxiliaries, such as providing job opportunities for sixth form girls with no university plans, and establishing a new job classification which would be suitable for young women planning to work before marriage. Teacher opposition is reported as centering on two points: a) the possibility of inadequate training of aides, and b) the possibility that these ill-prepared aides might take over some teaching functions. Debate continues on questions concerning the functions auxiliaries should carry out, length of training required, and suitable compensation for their services.

London Times Educational Supplement, "A Cold Look at the Auxiliaries Debate," June 11, 1965.

Continuing the debate raised by Sir David Eccles (MP) when he introduced into Parliament a scheme to alleviate teacher shortages by introducing young women into schools as auxiliaries, the National Union of Teachers (NUT) reports widespread resistance to the idea. Teachers expressed as their view the danger that unqualified personnel would take the place of teachers in times of teacher shortage.

McClusky, Dorothy, "Excerpts from the Bay City Experiment as Seen by a Curriculum Specialist," Journal of Teacher Education, Vol. VII, No. 2, June 1956.

In a critique of the theoretical basis upon which the Cooperative Study for the Better Utilization of Teacher Competencies embarked at Bay City, Michigan, the author appraises the project in terms of the use of teacher aides in elementary classrooms. Hierarchical values delegated to certain teacher tasks are questioned. The need of teachers to relate to the total school experience of the child is expounded. The project was to validate the use of teacher aides in oversized and overpopulated classrooms, but the results do not support the hypothesis, in the view of this curriculum expert.

Miller, W. W., "Clerical Help", Washington, D. C., National Educations Association, November 1963.

This is a report of a pilot program in Columbus, Ohio, using one clerical aide giving clerical assistance to five first grade teachers.

National Commission on Teacher Education and Professional Standards, Newsletter, Vol. 9, No. 2, June 1966, pp. 4-5.

A need to clarify issues and encourage further discussion of them is given as the purpose of this tentative statement on aide utilization prepared by the TEPS Commission. Aides are defined as auxiliary personnel "brought into school to assist teachers in teaching children and youth". Their use is seen as a technique to improve teachers' teaching, the Commission states. TEPS suggests that job descriptions and tasks performed by the classroom teacher need careful analysis by local school staff so that relevant functions of aides may be delineated. The Commission proceeds to examine such issues as aide qualifications, licensing, educational level of aide, aide training, and the effect of aide employment on teachers. Present needs seen by the Commission are three-fold: 1) teachers need to assess the various tasks they perform; 2) state departments of education should assist school districts to determine need for aides, and 3) colleges, particularly community and junior colleges, should investigate the setting up of training programs for aides.

Nesbitt, W. O., "Some Conclusions Drawn from the Snyder, Texas, Project," National Association of Secondary School Principals Bulletin, January 1960.

The author discusses as a significant feature of the Snyder Project the use of clerical and secretarial aides to relieve teachers of many subprofessional activities. The utilization of aides enables teachers to grow in professional skill through having an opportunity to enrich content of their courses, to try out new techniques made possible by better planning, and to make full use of evaluative techniques in order to meet individual needs of students, the author states.

Norton, Eloise, "School Libraries and Volunteer Help," Peabody Journal of Education, July 1965.

A multi-school librarian supervises PTA Library Chairman and her corps of helpers. Mothers handle circulation, story hours, mending, filing of catalog cards, shelving, inventory, checking bibliographies, typing, and collecting of fines. This frees librarian for professional work with the faculty and children.

Norwalk Plan of Team Teaching, 1961-62, and 1962-63, Norwalk, Connecticut, The Norwalk Board of Education.

These are the fourth and fifth reports of a program financed in part by the Ford Foundation. The reports describe the successful growth of the team teaching concept from four teams in 1958 involving 302 pupils to 25 teams involving 3,571 pupils. Differentiated roles and wage scales of team leader, regular teacher, and teacher aide enabled the schools to incorporate

teacher aides at no increase in overall cost. Teacher aide functions ranged from those of lay reader, study hall monitor, and clerical aide to teacher intern.

Pearl, Arthur, and Frank Riessman, New Careers for the Poor: The Non-Professional in Human Services, New York; The Free Press, 1965, pp. 55-74.

In this book, the authors explore programs, training concepts, and employment possibilities at the nonprofessional level in the human service fields. Of particular interest to school systems is Chapter 4: "Education as a Model for New Careers". Taking as a premise the need for a redefinition of the teaching role, the authors abstract five clusters of functions from duties of present day teachers. Roles thus established are: teacher aide, teacher assistant, teacher associate, certified teacher, and supervising teacher in ascending levels of training, responsibility, and experience. Functions which could be performed by the teacher aide range from supervision at recess and lunch time to assisting teachers in the classroom. Other functions cited are helping a child with homework and operating and maintaining equipment. In the role of teacher assistant, functions suggested range from preparation of material to assisting in instructional tasks according to the assistant's level of competence. A new degree, Associate in Arts (A.A.), is proposed for teacher assistant candidates to be earned through successful completion of undergraduate course-work and demonstrated competence on the job.

Pope, Lillie, and Ruth Crump, "School Drop-Outs as Assistant Teachers," Young Children, (Journal of the National Association for the Education of Young Children), October 1965.

This article describes an assistant teacher training program set up by JOIN (Job Orientation in Neighborhoods) in New York City in cooperation with the Early Childhood Division of the Board of Education. Unemployed school dropouts between the ages of 16 and 21 years were offered a 16 week training program to prepare them to assist teachers at the pre-kindergarten level. There follows a description of the selection criteria, and training received (including $20 weekly allowance). A three week preservice orientation period initiated trainees into work habits and role expectations. Training was by means of role play in simulated nursery school settings followed by discussion. The authors attribute the success of this program to the close supervision and support given individual trainees.

Pruger, Robert, "The Establishment of a New Careers Program in a Public School," Walnut Creek, California, New Careers Program Publication No. 107, Contra Costa Council of Community Services, March 1966.

This pamphlet reports a New Careers Program undertaken cooperatively by project staff and the Richmond Unified School District in California to train and employ unemployed, indigenous adults to work as school-community aides. Pruger describes project-school negotiations and recruitment/selection of those to be trained. Joint supervision of trainees by project staff and school district staff diffused authority and controls, the author states. Contrasting interpretations of roles and functions by both project and school led to trainees' confusion as to what they were expected to do.

Trainees' perception of themselves as persons concerned for welfare of those they served was cited by the author as an asset in the work they performed.

Rioux, William J., "At the Teacher's Right Hand," American Education Vol. 2, December 1965 - January 1966, pp. 5-6.

"If they are reorganizing our efforts to improve education, we cannot afford to pass lightly over the fundamental need of matching jobs to skills, of giving teachers maximum time and opportunity to teach." In this manner the author describes utilization of aides as a resource to facilitate restructuring of school staff responsibilities and releasing teachers for more time to teach. He reports as the aide record to date the use of 43,000 aides in preschool programs in the summer of 1965. Aide roles recommended by the author include those of team member, monitor, school-home liaison, and audio-visual aids. Another recommendation made by the author is that aides should be trained in institutions other than public schools; he suggests junior and community colleges as most appropriate. The responsibility of delegating jobs to aides should rest with teachers, Rioux believes. In a school system of 20,000 students he recommends employment of one full-time staff person to supervise aide program; for 100,000, five or more supervisors are required.

Samter, Eugene, "Teacher Aides - an Aid in Teaching?" New York State Education, Vol. II, No. 1, October 1963, p. 21.

In 1962, 800 major school districts of New York State were canvassed to determine status of trend toward utilization of paraprofessional in school systems. Results of this survey are reported in a bulletin cited elsewhere under the title: Classification of Aide Functions. The author comments on the survey and its implications for the teaching profession. Replies received indicated that 341 districts (51 percent) used a total of 2,389 aides in 1962-63. Guidelines from districts using aides indicated careful aide selection and initiation of program in response to demonstrable need as important components for program success.

Scanlon, W. J., "Increased Services of Master Teachers Assisted by Clerical Help," National Association of Secondary School Principals, April 1957.

The article describes how a high school music teacher in St. Paul, Minnesota, who teaches 558 pupils a year, in a variety of activities, makes use of a full time clerk. The clerk's duties are divided into five categories: clerical, general, bookeeping, general housekeeping, and administrative.

School Aides at Work, Albany, New York, Catskills Area Project in Small School Design (Oneonta, New York), State University College of Education, 1959.

The use of school aides in the Catskills Area Project is described in this article. Jobs performed by the aides are listed. Guidelines for launching a school aide program are included.

Stafford, Curt, "Teacher Time Utilization with Teacher Aides," *Journal of Educational Research 56*, October 1962, pp. 82-88.

In this article, the author elaborates on certain aspects of the Bay City experiment not heretofore reported. In connection with one purpose of the project (i.e., to examine effects of aide use on teacher time utilization), Stafford summarizes a number of diverse findings as follows: teacher activities requiring professional preparation failed to increase significantly; clerical work traditionally expected of teachers decreased significantly; after using aides teachers alone were unable to maintain individualized attention to pupils comparable to that offered before using aides. In the author's view the same pupil-teacher ratio could be maintained if aides were permitted to share in supportive teaching activities rather than merely to reduce quantity of routine tasks.

Stocks, William D., "Searching for Teachers Within Sub-Cultures," *Childhood Education*, October 1965.

The Director of Instruction at the Riverside County School in California's Coachella Valley describes a teacher aide program initiated to relieve an acute teacher shortage, and to interest members of subcultural groups such as Mexican-Americans in becoming teachers. Four steps needed to recruit potential teachers from among aides are given. The article further describes benefits to be derived from utilizing aides in the classroom with backgrounds similar to disadvantaged and/or culturally different children.

Survey of Public School Teacher Aides, Fall, 1965, Albany, New York, Bureau of School and Cultural Research, State Department of Education, April, 1966.

This report gives current data on utilization of 3,134 teacher aides in 428 school districts in New York State. Of the functions aides are reported to perform 91 percent lie in noninstructional areas of pupil supervision, clerical, and technical services. Seventeen percent serve as classroom aides assisting in tasks not directly related to teaching. Most of the aides (98 percent) were women with the majority of those employed having a high school diploma. Most aide positions were on a part-time basis with an hourly pay range of from $1.59 to $2.56. Of the participating schools 72 percent had specific requirements of age, sex, education, special skills, and prior work experience. Appendices list duties of aides in categories under job descriptions and include the survey questionnaire sent to school administrators and aides.

Teacher Aides: Current Practices and Experiments, Washington, D. C., Educational Research Service Circular No. 5, National Education Association, July 1960. (Out of print.)

In this report a composite view of programs using aides in 1960 is given. Aides are defined as those assigned to relieve nonteaching load of classroom teacher. Recruitment, selection procedures, and qualification of aides are described. Supervision is generally carried out by principal and teacher to whom aide is assigned. Few schools have training programs, the report notes. Experience on-the-job and orientation constitute training. Samples of job specifications and application forms are appended. A list of programs throughout the country using aides at that time is also included.

Teacher Aide Program: A Research Report, Minneapolis, Minnesota, Public School District No. 1, Minneapolis Public Schools, 1966.

Specific objectives of a Minneapolis teacher aide program are cited in this report as follows: to permit teacher more teaching time; to assist teacher in routine duties; to provide school-neighborhood liaison and further opportunity for children to relate to other adults in the classroom. Among other items given in this report are: 1) Evaluation of teacher aide program by participating and non-participating teachers; 2) Local need used as criterion by principals to assign teacher aides to schools and job; 3) Variety of resulting job assignments subcategorized under routine duties, pupil supervision, individual attention to pupils, helping teachers understand parents' attitudes/beliefs, and talking to parents about school rules and values. Flexibility of program to fit local school needs and home responsibilities of aides is described. Efforts need to be made to secure male aides, the report states. Continuing review of salary differential for aides as training and experience increase is recommended.

Teacher Assistants: A Report of the Yale-Fairfield Study of Elementary Teaching, New Haven, Connecticut, Fairfield Public Schools, July 1958.

A cooperative project conducted by Yale University and the Fairfield Public Schools with support from the Ford Foundation is the subject of this report. The rationale for the project is given as the critical shortage of teachers. The use of teacher assistants is described as a device to relieve that situation without lowering educational standards. Four experimental projects where aides performed nonprofessional chores and instructionally related tasks, such as assisting in creative and recreational programs, were set up. One area in which aides needed improvement was that of English usage. A seminar for instruction of aides was provided. Among the questions raised during the study and requiring further investigation were: which tasks can be delegated to aides; which should be retained by teachers?

The How for Teachers Who Will be Using Teacher Aides for the First Time, Mount Pleasant, Michigan, Central Michigan College, 1958.

This is a pamphlet for teachers describing procedures which have contributed to the success of the teacher aide programs in the 100 Michigan schools.

The Nonprofessional in the Education System, Washington, D. C., Community Action Program, U. S. Office of Economic Opportunity, June 1966.

This is one in a series of pamphlets by OEO developed to assist communities to analyze their needs and resources for community action planning. A program is outlined to train nonprofessionals (aides) to serve in schools. Programs supported by OEO can prepare low income residents of the community, including parents, to serve as aides in both preschool and regular school programs. Preliminary planning for training programs, the pamphlet suggests, should include consultation and joint planning with personnel of the school systems where aides will be employed. The first steps recommended for planning are: 1) to ascertain what school and community needs could be met by a training program; 2) to determine who will employ the trainees after they complete the course; and 3) to establish how trainees are to advance step-by-step in a new career line. Among roles for which aides could be trained are those of: nursery aide, child-parent-school-community liaison worker, and/or interpreter, as well as the more familiar aide roles of monitor, record keeper, and technical (audio-visual) aide. Personality factors (e.g., a genuine interest in children) are cited as criteria for selection. It is suggested that some experimental training programs might select "high risk" recruits such as school dropouts, or delinquency prone youth. Both pre- and in-service training of aides, along with teachers and administrators, is recommended to enhance acceptance of aides by school staff. Sources for planning assistance and funds are described.

The School-Community Coordinator Service, Report on School-Community Service Program Developed by Philadelphia's Great Cities School Improvement Program, 1959-65, Philadelphia, Pennsylvania, School District of Philadelphia, Division of Pupil Personnel and Counseling, 1966.

> The development of a new nonprofessional role, that of school-community coordinator, is described in this report from the Philadelphia school's Division of Pupil Personnel and Counseling. Overall responsibilities of the coordinator are given as those which will improve understanding between school and community through the following coordinator activities: 1) informing the community of the school's program; 2) sharing information with school staff on community needs as related to its ethno-socio-economic composition; 3) participating in programs aimed at community improvement; and 4) providing school staff with information gained from home visitations which will help the school to understand and resolve pupil problems more intelligently. Seventy coordinators are assigned to each of three supervisors working under the Division Director of Pupil Personnel and Counseling. Coordinators are placed in those elementary, secondary and special services school serving pupils living in poverty areas of the city, the report states.

Thompson, Scott D., "The Emerging Role of the Teacher Aide", Clearing House, February 1963.

> "The aide is neither clerk nor teacher, but will type and teach. She is a supervised supervisor; she is a communication center." Following this descriptive comment, the author discusses the role of the teacher aide as experienced at Homestead High School, Sunnyvale, California. In the author's view training is optimally achieved when teachers and aides train together for their roles in the classroom. It is his belief that when aide functions are carefully outlined little danger exists for substandard performance by aides. Aide assignments are typically routine, he states, designed to free teachers from burdensome routine.

To Open That Door: Summary of a Plan for Action on the Problems of Baltimore's Disadvantaged People, Baltimore, Maryland, Steering Committee for a Plan for Action, Human Renewal Program, November 1964.

> This program proposal, prepared with the assistance of the Health and Welfare Council of Baltimore, describes in the chapter entitled "The Foundation" steps to be taken to prepare today's disadvantaged citizens for productivity in a technological society. Suggested programs involving the use of auxiliary personnel in schools include: early admission programs of slum children,

summer enrichment programs, and supplementary teaching services concentrated in the third, fourth and fifth grades to mitigate environmentally produced handicaps. A program of preparation and utilization of school aides to assist hard pressed teachers in the proposed action areas is projected.

Turney, David T., Secretaries for Teachers, Nashville, Tennessee, Department of Education, George Peabody College for Teachers, 1962, pp. 1-41.

This is a report of a study made by staff members of George Peabody College for Teachers assigned to test usefulness of secretarial help for classroom teachers. The study, representing one phase of Peabody's Teacher Education Research and Development Program, was initiated in 1957 with a grant from the Ford Foundation. After four years of field experimentation in the public school systems of Davidson County, Tennessee, and University City, Missouri, considerable justification was found for employment of secretaries to aid teachers. As a result, the following conclusions are advanced: 1) employment of instructional secretaries for teachers is an effective way to relieve teachers of routine clerical duties thus making possible more effective teaching through redeployment of time; 2) the value placed on the service by teachers who receive such help is sufficiently high to warrant wider testing of this staffing pattern by administrators and school boards. While the study provided no evidence of significant gain in educational achievement by classroom groups whose teachers had received secretarial assistance, many instances of marked individual pupil progress are recorded in the data reported in this article.

Volunteers in the Child Development Center Programs, Washington, D. C., Project Head Start Community Action Program, Office of Economic Opportunity.

This pamphlet discusses selection, recruitment, and orientation of volunteers. Volunteers in Child Development Centers are recruited from the immediate area, from among parents of children enrolled, and from the larger community, with preference given to parents. Word-of-mouth publicity is reported as a most effective recruitment technique. Orientation consists of an initial interview and a minimum of one formal orientation session. Both are arranged during volunteer's working period, if possible. In the orientation basic principles and goals of a Child Development Center are described. Another important aspect of volunteer training is developing a sensitivity to the values reflected in differing cultural behaviors, the pamphlet asserts.

Weisz, Vera C., and Helen J. Butler, "Training Teacher Aides at Garland," Junior College Journal, April 1966.

In this article, the authors report on a model, "Training Aides to Teachers," program initiated by Garland Junior College in Boston in the summer of 1965. Twenty-five trainees (adolescent girls between the ages of 17 and 21) were selected from diversified racial, cultural, and economic backgrounds, and recruited through community action programs, social and welfare agencies, and colleges and high schools in the Greater Boston area. The six-week, in-residence summer institute program was designed to help alleviate the critical teacher shortage, to increase the number of semi-professionals in all early childhood programs, and to broaden the horizons of the trainees, state the authors. Three important aspects of the program were weekly seminars in role-playing, individual counseling, and remedial reading. The supervisor of student teaching, head teachers, and institute faculty worked as a three-way team to guide the students in both class and field work. The institute, the authors report, was instrumental in helping candidates find employment as aides, obtain scholarships to Garland Junior College, and entrance to other colleges.

Addresses of Publications from which Back Issues May Be Requested

American Education
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20902

American Personnel and Guidance Association
1605 New Hampshire Avenue, N. W.
Washington, D. C. 20009

American School Board Journal
Bruce Publishing Company
400 North Broadway
Milwaukee, Wisconsin 53211

Childhood Education
3615 Wisconsin Avenue
Washington, D. C. 20016

Clearing House
Fairleigh Dickinson University
Teaneck, New Jersey 07666

Education Digest
416 Longshore Drive
Ann Arbor, Michigan 48107

Elementary School Journal
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637

Journal of Educational Research
California Association of Secondary School Administrators
1705 Murchison Drive
Burlingame, California 94010

Journal of Teacher Education
National Education Association
1201-16th Street, N. W.
Washington, D. C. 20036

Junior College Journal
American Association of Junior Colleges
1315-16th Street, N. W.
Washington, D. C. 20036

Minnesota Journal of Education
Minnesota Education Association
41 Sherburne Avenue
Saint Paul, Minnesota 55103

National Elementary Principal
Department of Elementary School Principals
1201-16th Street, N. W.
Washington, D. C. 20036

National Association of Secondary School Principals
1201-16th Street, N. W.
Washington, D. C. 20036

National Education Association Journal
National Education Association
1201-16th Street, N. W.
Washington, D. C. 20036

Nation's Schools
1050 Merchandise Mart
Chicago, Illinois 60654

Newsletter
National Commission on Teacher Education and Professional Standards
1201-16th Street, N. W.
Washington, D. C. 20036

New York State Education
New York State Teacher's Association
152 Washington Avenue
Albany, New York 12201

Peabody Journal of Education
George Peabody College for Teachers
Nashville, Tennessee 37202

Phi Delta Kappan
Phi Delta Kappa, Inc.
Eighth Street and Union Avenue
Bloomington, Indiana 47402

Research Bulletin
Florida Educational Research and Development Council
College of Education
University of Florida
Gainesville, Florida 32601

Review of Educational Research
American Educational Research Association
1201-16th Street, N. W.
Washington, D. C. 20036

Southern Education Report
P. O. Box 6156
Nashville, Tennessee 37712

Young Children
National Association for Education of Young Children
3700 Massachusetts Avenue, N. W.
Washington, D. C. 20016

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[*] The research reported herein was performed pursuant to a contract with the Office of Economic Opportunity, Washington, D. C.

FILMS

Teachers' Aides -- A New Opportunity

Modern Talking Pictures Services, Inc.
927 19th Street, N. W.
Washington, D. C. 20006

No cost

Make a Mighty Reach

IDEA
Box 446
Melbourne, Florida

No cost

A Time for Talent

Your state education association.

No cost

Various tribal films for background information regarding history, culture, needs and problems of Indian tribes are also available.

SAMPLE WORKSHOP AGENDA

ECONOMIC SYSTEMS CORPORATION'S
WORKSHOP
FOR
BUREAU OF INDIAN AFFAIRS
SUPERVISORY PERSONNEL

FEBRUARY 19 - FEBRUARY 23, 1968
ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA

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ECONOMIC SYSTEMS CORPORATION, a wholly owned subsidiary of Avco Corporation, was organized in 1966 to utilize creative professional manpower in developing solutions to the complex problems of modern industry and government. The structure of Economic Systems Corporation with its diversified areas of technical competence and extensive university affiliations provides a vehicle for applying the total resources of the Avco family to today's challenges.

Avco, long identified as a major factor in modern industrial and scientific research, established the Economic Systems Corporation to focus more precisely upon the areas of human and environmental resources. ESC has already demonstrated its abilities in training programs, re-education, and information systems. It is now operating Job Corps training centers for the Office of Economic Opportunity, and in a correlated effort, is participating with the Department of Labor in the field of New Careers. Also, it performs evaluative services for the Bureau of Indian Affairs in assessing the effectiveness of training programs for Indian youth.

Essentially, Economic Systems Corporation is a consortium of major industry, the educational community, and its own professional staff, whose successful past efforts range from economic evaluations of transportation systems, through urban redevelopment, and crime-control programs, to the construction of mathematical models for problem solutions.

Recently, Economic Systems achieved another milestone in being the first company to respond to President Johnson's test program to hire hard core unemployed. A printing plant will be built in Roxbury, Massachusetts, which will employ 232 indigent unemployables.

On its previous record of sound achievement, ESC commits its capabilities to the continuing and broadening growth in those areas where it is best equipped to serve.

WORKSHOP DIRECTOR

Mrs. Patricia L. Kukulski, Field Director,

Economic Systems Corporation,
Washington, D. C.

Mrs. Kukulski now resides on the San Carlos Apache Reservation, San Carlos, Arizona. Most recently (1965-67), she was employed by Arizona State University as a pre-school specialist, Tribal liaison, and Indian Education specialist, co-director of the Pilot Indian Teacher Aide Program. While at Arizona State University she worked directly with 44 Indian tribes and during this time she co-authored a handbook for Indian teacher aides. She also served as a consultant to the University of South Dakota and the University of Utah in their teacher aide training program. She serves as a resource consultant for the Educational Committee of the National Congress of American Indians and the National Indian Education Advisory Committee. Mrs. Kukulski has taught Mexican children for four years and also has been instrumental in the organization of TESOL. She taught and lived among Navajo Indians for 14 years. She brings a rich background of understanding and knowledge of Indian culture to this program.

* * *

Dr. Willard Abraham, Arizona State University, is now Chairman of the Special Education Department (on leave). He is the author of eight published books, the latest of which is A Time for Teaching. Dr. Abraham has authored four pamphlets; most recently, "A Handbook for the New Teacher" and "The Mentally Retarded Child." He also has made educational films for Coronet Instructional Films. He is the author of over 100 articles in Today's Health and many other health magazines. He has been a consultant to Devereux Foundation, a United States Office of Education Field Reader - Title III Projects, and most recently (summer 1967) he was the Director of an NDEA Institute for teachers of disadvantaged youth. He has for many years conducted workshops on "The Exceptional Child" and "The Gifted Child" in major universities in the United States. Dr. Abraham is also the winner of the 1965 Faculty Achievement Award from the Arizona State University. Dr. Abraham is presently an Educational Coordinator for Avco Economic Systems Corporation.

* * *

Dr. Orpha McPherson is a native of Missouri. She is a graduate from Central Missouri State College. She earned her Bachelor's degree from the University of Chicago; M.A. and Ph.D. from Teachers College at Columbia University. Dr. McPherson taught in all levels from rural schools to college graduates. For twenty-six years she served as education specialist for the Bureau of Indian Affairs. Dr. McPherson has participated in workshops and has taught in more than twenty states. She received the Distinguished Service Award from the Department of Interior in 1961.

* * *

Dr. Dan J. Sillers is President of Jamestown College, Jamestown, North Dakota. A native of North Dakota, President Sillers received his undergraduate education at Jamestown College and Minot State College, and his Master of Arts from the

University of North Dakota, and his Ph.D. in Psychology from the University of Denver.

Dr. Sillers was elected President of Jamestown College in 1965, where, since 1963, he had been Academic Dean. Previously Dr. Sillers was manager for Professional Development of Engineering and Science Personnel for the Martin-Marietta Corporation, Baltimore, Maryland. He had also served as the director of a counseling center and research consultant for PROJECT TALENT, a nationwide study of American High School students, for the American Institute for Research.

Since joining the administrative staff of Jamestown College, Dr. Sillers has encouraged the development of new educational ideas and is encouraging the use of educational innovations in the program of the college.

* * *

Leif Fearn, received his B.S. degree at Shippenberg State College, Pennsylvania; his M.S. at Arizona State University; and is now a Doctoral Candidate at Arizona State University. He has taught in elementary school and was Director of Language at Lukachikai Boarding School - Demonstration School on the Navajo Reservation. He was Director of Education at the Indian Community Action Project at Arizona State University; worked NYC and Head Start programs and is presently teaching at San Diego State College.

* * *

Dr. Harry Sundwall is Professor of Education and Assistant Dean of the College of Education at Arizona State University. His general field is Educational Psychology with emphasis on learning and personality. He was formerly Associate Professor of Educational Psychology and Methods at Michigan State University 1949-1962. He was also Professor of Psychology at the University of Arkansas and Associate Professor of Psychology at Oklahoma State University. He received his Ph.D. at the University of California in Berkeley.

* * *

Dr. Wayne Maes is presently Associate Professor of Counseling in Educational Psychology with a major responsibility in training elementary school counselors as a part of NDEA Instruction. Recently he conducted research in the field of theory in reduction of test anxiety in predicting counselor effectiveness and analysis of styles of supervision of counselor trainees.

He is author of many published articles; has consulted with BIA and tribal council personnel concerning problems on Indian reservations. Before coming to Arizona State University he was Director of Counseling at California Western University and before that he was guidance coordinator of San Diego County Department of Education. He was also Assistant Director of Pupil Personnel Services and Director of Psychological Services in Lansing, Michigan Public Schools. He has served two years as chairman of the Michigan planning committee for exceptional children.

* * *

Robert Gentry received his B.A. at Phillips University, Enid, Oklahoma, and his B.D. at Vanderbilt University. He is now a Ph.D. candidate at the University of Oklahoma in the Social Foundations of Education. He currently is the Director of Child Development programs in the Extension Division of the University of Oklahoma. He has worked with the Office of Economic Opportunity as a Regional Training Officer - Region 5. He also serves as a consultant to the Office of Education on Disadvantaged Children.

MONDAY

February 19, 1968

8:30 - 9:00 a.m.	Registration for Workshop Participants at Education Building, Rooms 102 & 103
9:00 - 9:30 a.m.	Welcome Dr. Karl H. Dannenfeldt Academic Vice President Arizona State University
	Remarks Mr. Alonzo Spang, Director, Cook Christian Training School, Tempe, Arizona
	Introduction of Workshop Staff Mrs. Patricia Kukulski, Director
	Introduction of Participants in Workshop
9:30 - 10:30 a.m.	"Why Teacher Aides?" Mr. Robert Gentry, Director, Child Development, OCCE, University of Oklahoma
10:30 - 10:50 a.m.	Break
10:50 - 11:50 a.m.	"The Teacher and The Teacher Aide" Buzz Session (small group) Mr. Gentry, Dr. Abraham, and Mrs. Kukulski, consultants
11:50 - 1:15 p.m.	Lunch
1:15 - 2:15 p.m.	"The Use of Teacher Aide" Reports Group Session Question and Answer Period Mr. Gentry
2:15 - 4:00 p.m.	"Formative Years of Early Childhood - Their Great Importance" Mr. Gentry

TUESDAY

February 20, 1968

8:30 - 10:00 a.m.	"Human Relationships and Importance of Communication" Group Work Dr. Dan J. Sillers, Leader
10:00 - 10:20 a.m.	Break
10:20 - 11:30 a.m.	Film "Make A Mighty Reach"
11:50 - 1:15 p.m.	Lunch
1:15 - 2:00 p.m.	"The Role of an Administrator in the School Program Involving Teacher Aides" (Discussion Period)
2:00 - 2:30 p.m.	"Summary and Final Discussion Review of Human Relationships
2:30 - 2:50 p.m.	Break
2:50 - 4:00 p.m.	"An Indian Leader Views the Teacher Aide Program" Mr. Allen B. Yazzie, Head of Education Committee, Navajo Tribe, Window Rock, Arizona (Questions)

WEDNESDAY

February 21, 1968

8:30 - 9:30 a.m.	"Overview of Exceptional Children" Dr. Willard Abraham
9:30 - 10:30 a.m.	3 Discussion Groups Topics: "Various Problems in the Education of the Exceptional Child"
10:30 - 10:50 a.m.	Break
10:50 - 11:50 a.m.	"Innovations in Education"
11:50 - 1:15 p.m.	Lunch
1:15 - 2:15 p.m.	Film "A Time for Talent"
2:15 - 2:45 p.m.	Discussion Groups Based on the films
2:45 - 3:00 p.m.	Break
3:00 - 4:00 p.m.	"Looking Through Children's Eyes" Dr. Willard Abraham
6:45 p.m.	Banquet Memorial Union Building, Room 218A

THURSDAY

February 22, 1968

8:30 - 9:30 a.m.	"Course Content and the Teacher Aide in the Classroom" (K-3) Dr. Orpha McPherson
9:30 - 10:30 a.m.	"Course Content and the Teacher Aide in the Classroom" (4-8) Mr. Leif Fearn
10:30 - 10:50 a.m.	Break
10:50 - 12 Noon	"Course Content and the Teacher Aide in the Classroom" (9-12) Dr. Harry Sundwall
12:00 - 1:15 p.m.	Lunch
1:15 - 2:30 p.m.	Group Meetings Discussion Leaders: K-3 Dr. McPherson 4-8 Mr. Fearn 9-12 Dr. Sundwall
2:30 - 2:50 p.m.	Break
2:50 - 4:00 p.m.	Panel Participants and Consultants

FRIDAY

February 23, 1968

8:30 - 9:00 a.m.	"Working With Other Cultures" Mrs. Patricia Kukulski
9:00 - 10:20 a.m.	"The Role of Guidance: Strategies for Effective Living" Dr. Wayne Maes
10:30 - 10:50 a.m.	Break
10:50 - 12 Noon	Guidance - continued
12:00 - 1:15 p.m.	Lunch
1:15 - 3:00 p.m.	"Guidance: Applications and Implementations" Dr. Wayne Maes
3:00 - 4:00 p.m.	Evaluation of Workshop